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ABSTRACT

Written for Migrant Student Records Transfer System (MSRTS) specialists, this manual provides information to help them generate, translate, interpret, use, and update a migrant child's educational record. The manual serves as a reference to be used in conjunction with the National MSRTS User's Manual and as initial orientation and subsequent guide for new MSRTS specialists. Introductory information includes an overview of the system with subsequent chapters giving concise and specific instructions for recordkeeping with examples provided for handling typical cases. Individual chapters cover the authorization form, parental concurrence form, management information system form, enrollment form, non-migrant moves, school enrollment and withdrawal, change in migrant status, recertification, and termination of migrant status. A 13-page section covers the Migrant Student Educational Record with steps for completing each of 24 information areas on the form. Additional chapters cover summer school programs, the specialist's role in annual migrant program evaluations, and procedures to follow when keeping records for more than one parish. The references and resources section includes names, mailing addresses, and phone numbers for MSRTS staff at state, regional, and parish offices. Also included are abbreviations and codes needed for recordkeeping and a copy of the annual evaluation questionnaire for Louisiana's Migrant Education Programs. (JHZ)

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Louisiana MSRTS Manual

Education

Bulletin **1712**

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Migrant Student Record Transfer System

MIGRANT STUDENT RECORD TRANSFER SYSTEM

LOUISIANA EDUCATIONAL MANUAL

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STATE SUPERINTENDENT OF EDUCATION

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BULLETIN 1712

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REVISED 9/85

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FOREWORD

This manual represents the combined efforts of MSRTS Specialists, Migrant Nurses, Technical Assistants, and Data Entry Specialists from throughout the State of Louisiana who were a part of the MSRTS Manual Revision Committee. They truly were the logical authors because of their day to day experiences with the Migrant Student Record Transfer System at local, regional, and State levels. Without the expertise and insight of each one of these people, publication of this informative and comprehensive guide would have been impossible. I gratefully acknowledge the following committee members:

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INTRODUCTION

This Manual is designed to assist the MSRTS Specialist to effectively generate, translate, interpret, use and update a migrant child's educational record. It should be used in conjunction with the National MSRTS User's Manual.

The contents are directed at both experienced and non-experienced MSRTS Specialists. For the experienced it provides a source of reference, and the new MSRTS Specialist can use it for initial orientation and as a subsequent guide.

Because the Migrant Student Record Transfer System must be responsive to changing needs, this Manual has been designed in a loose leaf fashion. You will be kept informed of any revisions through updated pages which the State MSRTS Coordinator will provide.

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GENERAL INFORMATION

The Migrant Student Record Transfer System is a computerized data system which can provide academic and health information on any migrant child to any State and Puerto Rico. The MSRTS was designed to permit schools to share the accumulated understanding of many prior schools about the migrant child and his needs. This shared information tends to free the school to focus its energy on serving a child's needs instead of using it to identify those needs.

The local MSRTS Specialist is the most vital component of this system. Your job consists not only of enrolling all eligible migrant children on the data base, but also keeping the records current and up-to-date. Record-keeping guidelines are discussed in detail later.

You truly merit the title "Specialist." Your activities extend well beyond the mere completion of forms. You must coordinate and supervise the general operation of MSRTS in your parish. While others may obtain the information to be placed on the child's record, it is ultimately your responsibility to be sure it is sent to the terminal center in the correct format for proper entry.

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At times you may feel that you need assistance to be able to fulfill all of the responsibilities mentioned above. MSRTS Technical Assistants are available to you upon request. Simply call the State MSRTS Coordinator collect at (504) 342-3521 to request this service. A visit will be arranged at the convenience of all parties involved, and appropriate correspondence will be sent.

The role of the MSRTS Specialist is one of extreme importance. You are the key to a successful Migrant Student Record Transfer System, for without proper and timely communication between the local projects and the national data base, continuity in education for migrant children would be impossible.

GLOSSARY

The following terms are often misused. Please become familiar with them and their meanings before reading the remainder of this Manual.

1. Active Files - files of children that are currently eligible in your parish.
2. Active Status - the last qualifying move was made less than a year ago. Status 1, 2, 4, 5.
3. Former Status - the last qualifying move was made a year or more ago. Status 3, 6. Often referred to as "settled-out."
4. Inactive Files - files of children that once were, but are no longer, eligible in your parish.
5. Non-Migrant Move - occurs when a child and his family move into a parish on a non-qualifying move, but have eligibility remaining on a previous qualifying move.
6. Non-Migrant Status - occurs when parents request that their child be deleted from the Migrant Student Record Transfer System.
7. Pending File - a separate file containing copies of records that have been sent to the terminal center for processing.
8. Status Change - when a child changes from an active status to a former status. This is done one year from the last qualifying move.
9. Recertification - resubmission of the residency date to indicate that a child is still residing in your parish. Funding is generated by the residency date and is not affected by school enrollments and school withdrawals.

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10. Paper Enrollment - a fictitious school enrollment and withdrawal used for children not currently attending school (too young or dropped out), but are residing in your parish. Consists of the residency date, but with the most current year, in the enrollment and withdrawal columns.

11. Actual School Enrollment - Children actually attending school or receiving instruction will be enrolled and withdrawn on the actual date they enrolled or withdrew from school.

12. Interstate - Moved from one state to another.

13. Intrastate - Moved to another parish/county within the same state.

Addeded 9/85

notes

RECORD-KEEPING GUIDELINES

STATE REQUIREMENTS

In order to comply with the State policy for record-keeping, there are eight procedures you must follow. They are listed below.

1. Authorization Form File - all original authorization forms must be filed alphabetically by the last name of the first child listed on the form. Active and inactive families are filed together. Indicate inactive families in some way. (Example: Some MSRTS Specialists find a colored adhesive dot helpful.) Staple the original Parental Concurrence Form to the back of the matching original authorization form for settled-out families.
2. Suspense Card File - each child in your active files must have, or be listed on, a suspense card. This card is essential for accurate record-keeping. An example of a very effective suspense card can be found in the REFERENCES AND RESOURCES section of this Manual.

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3. Student Folder File - each child must have an individual student folder labeled with his name and filed alphabetically. Active file folders are filed separately from inactive file folders. Each folder, in either file, must contain the following: a) the latest educational record, b) the latest health record (if there is a Migrant Nurse in your parish, health records are kept in a separate file), c) a copy of the original enrollment form, and d) a copy of the original authorization form. These should be the first four documents in each folder, filed in this order. It is required that each time a child's record is updated in any way so that it differs from the original authorization form that you enter the date on the folder and write a brief explanation of the transaction next to it. This simple procedure will fully document your work as well as answer any questions about what was done to a child's record.

4. Pending File - each time you update a child's record, make a Xerox or carbon copy for your pending file. This enables you to be sure the new record is received and that it is accurate. Date each record that is sent to the terminal center, and check the pending file often. If you have a folder in it for more than three weeks, call the State MSRTS Coordinator. After the new record is

received and checked, destroy all but the most current records and move the folder back to either the active or inactive files.

5. Master List - this is an alphabetical listing of all active students in your parish. This list must contain the following: a) name, b) student identifier, c) status, d) grade, and if possible, e) race. Other helpful information may also be included. This list should be updated as changes occur and must be readily available when requested by the State MSRTS Coordinator.

6. List by Schools - these are alphabetical listings of all children attending school in your parish. Each school has a separate list and must contain the following: a) student name, and b) grade. It is essential to have this list when verifying school enrollments each fall. Update as necessary.

7. Record in School - each child who is being served in the Migrant instructional program must have a copy of his educational record at the school at which he is being served. It is your responsibility to see that this

record is either brought or sent to the school after you receive it and checked for accuracy. The confidentiality of this record must be protected, and it should be placed in a locked file.

8. Guide to System - each MSRTS Specialist should have a written guide to the record-keeping system used in that parish. This guide should be placed in the front pocket of this manual. It should enable another person to be able to come to your office and follow normal procedures.

GENERAL RULES

1. All records must be kept in a locked file cabinet to ensure confidentiality. This includes educational and medical records and all records in your pending file.
2. All records must be kept for a period of five years after funding has ended.

3. All records must be updated in red ink, with a copy made for the pending file. You may use carbon or make a Xerox copy, but do not write the data twice.

4. All records must be updated in a legible handwriting.

5. All records sent to the terminal center must be dated. Write the date in the upper, right-hand corner of the record.

6. All records that are updated must be sent to the terminal center on the day they are done. Do not batch!

FLOW OF INFORMATION

1. An authorization form is secured by the Migrant Recruiter and given to the MSRTS Specialist.

2. The MSRTS Specialist completes an enrollment form for each child listed on the authorization form.

3. The enrollment forms are sent to the terminal center in Baton Rouge.

4. Educational and health records are received from Little Rock within ten days. Three copies of the educational record and two copies of the health record will be sent.

5. Records are updated as necessary in red ink and sent to the terminal center in Baton Rouge.

6. Updated records should be received from Little Rock within three weeks. If they are not, call the State MSRTS Coordinator.

notes

AUTHORIZATION FORM

NOTE: The following page is a copy of the authorization (or eligibility) form currently being used. The colored copies are not included for cost purposes.

Louisiana Migrant Education Authorization Form

VOLUNTARY PROGRAM
Complete If Participating

STUDENT STATUS ☐

1. Interstate Agriculture
2. Intrastate Agriculture
3. Formerly Agriculture
4. Interstate Fishing
5. Intrastate Fishing
6. Formerly Fishing

PARISH: ______________________

MIGRATORY CHILD'S NAME		DATE OF BIRTH						PLACE OF BIRTH		SCHOOL	
Last	First	MI	S	MO.	DA.	YR.	V.	City, County/Country	ST.		

LEGAL PARENTS		CURRENT PARENTS AND CURRENT ADDRESS		
Last	First	Last	First	Street/Rt./Box
Father		Father		City
Mother		Mother		State, Zip

DATE OF LAST QUALIFYING MOVE / /

FROM TOWN COUNTY/PARISH STATE

HOME BASE ADDRESS CITY STATE

TO TOWN COUNTY/PARISH STATE

EMPLOYEE OCCUPATION & PARENT THAT DETERMINES ELIGIBILITY ☐ AGRICULTURE ☐ FISHING ☐ FATHER ☐ MOTHER ☐ GUARDIAN ☐ OTHER ☐ TEMPORARY ☐ SEASONAL

☐ 1. Am. Indian or Ak. Native
☐ 2. Asian or Pacific Islander
☐ 3. Black, not hispanic
☐ 4. Hispanic
☐ 5. White, not hispanic

QUALIFYING WORK ACTIVITY ______________________

ADDITIONAL INFORMATION ______________________

The reason this information is being collected for the Migrant Student Record Transfer System (a nationwide computer system) has been explained to and understood by me. I understand it will be available for me to see and obtain if I so desire. The above information is true and correct to the best of my knowledge and I consent to the enrollment of the children named on this form, along with the transfer of academic and health data.

DATE ______________ INTERVIEWER ______________ PARENT OR GUARDIAN ______________

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LEA – Original SEA – Yellow, TAR – Pink, RECRUITER – Gold

Revised June, 1985

RPMC 422

AUTHORIZATION FORM

On the preceding page is a copy of the Louisiana Migrant Education Authorization Form. This form is obtained by the Migrant Recruiter for your parish. It establishes family eligibility and lists identifying data on each child in that family. This form is given to you by the Migrant Recruiter, and it is then your responsibility to enroll each child on the Migrant Student Record Transfer System. Make sure that each child you enroll was born before the last qualifying move. Children born after this move are ineligible. If the name of an ineligible child appears on the authorization form, you should bring this discrepancy to the attention of the Migrant Recruiter for correction. The Enrollment Form is discussed in the next section of this Manual.

Check the authorization form for accuracy. If there are errors, only the recruiter has the authority to make corrections on the original form. Often the recruiter is unavailable to do this immediately, but in order to complete the enrollment forms correctly, the corrections must be made. You may make corrections in red ink on the pink copy of the authorization form. The yellow and pink copies of the authorization form, the yellow PCF when required, and the MIS form are then sent to the State MSRTS Coordinator along with the enrollment forms. When the recruiter returns to your office, have the corrections made on the original authorization form and send a copy to the State MSRTS Coordinator. When making decisions concerning the accuracy of the authorization form, base them on the information in the last qualifying move and employee occupation sections located near the bottom of the form if the Migrant Recruiter is unavailable.

The following situations occur now and then and are often confusing. Listed below are the state policies for each of them:

1. A family moves away from your parish on a non-migrant move, but they move back into your parish before their eligibility ends. They are allowed to finish out their eligibility on the previous move, but the Migrant Recruiter must write on a COPY of the original authorization form in the additional information section an explanation of the situation and the date they moved back into your parish. This date becomes the new residency date. This document is then filed along with the original authorization form. Send a copy of it to the State MSRTS Coordinator along with the

educational records for these children, entering the appropriate information in the school history section. The same rules should be adhered to if just one child in the family makes such a move.

2. The legal parents for one or more children on an authorization form are different from the legal parents listed for the rest of the family. This is permissible if the Migrant Recruiter makes a notation in the additional information section of the authorization form explaining the situation and giving the names of the legal parents for those children.

3. Adding children to an original authorization form must be approved by the State Supervisor of Recruitment on an individual basis, since in some cases it is permissible and in others it is not.

notes

PARENTAL CONCURRENCE FORM

PARENTAL CONCURRENCE

NAME OF FAMILY: ______________________

PARISH: ______________________

FAMILY IDENTIFICATION NO.: ______________________

I give my concurrence for my child/children to continue to be considered migratory for the duration of their eligibility.

I also give my permission for them to receive any and all instructional and/or supportive services which may be available to them through the Migrant Education Program.

22b

______________________ DATE

______________________ PARENT/GUARDIAN

______________________ RECRUITER

PARENTAL CONCURRENCE FORM

Louisiana's Migrant Recruiters are required to secure a Parental Concurrence Form (PCF) for each active migrant family with settled-out status beginning August 1, 1985. A copy of this form is found on the preceding page. NOTE: This form is not required for families that became inactive before that date.

NEW ENROLLMENTS

When you receive a new authorization form from your recruiter, check the status. If the family is settled out (status 3 or 6), make sure the recruiter gives you a completed PCF for that family. ONLY ACCEPT PARENTAL CONCURRENCE FORMS FOR SETTLED-OUT STATUS FAMILIES.

The PCF is in four parts consisting of an original and 3 copies.

Distribution

1. The white original is stapled to the back of the original authorization form on file in the LEA. ***REMEMBER, these are filed alphabetically according to the last name of the first child on each authorization form.
2. The yellow copy is stapled to the yellow copy of the authorization form and remains attached throughout the entire enrollment procedure. It becomes the permanent record of the State Supervisor of Recruitment.

3. The pink copy is the recruiter's copy.
4. The gold copy is the parents' copy. If the parents do not want it, you may throw it away.

CURRENTLY ENROLLED FAMILIES

When a family who was originally enrolled as active status become settled out, the recruiter must secure a PCF for that family. All recruiters are required to maintain a workbook divided into three categories: active status, settled-out status, and inactive forms. Although it is the recruiters' responsibility to maintain this workbook, you must notify your recruiter in writing at the beginning of each month of children that will become settled-out that month. Also inform the recruiter of children you know have moved, turned 18, eligibility expired, died, or became inactive for any reason.

Distribution

1. The white original is stapled to the back of the original authorization form on file in the LEA.
2. The yellow and pink copies are processed by the recruiter.
3. The gold copy may be left with the parents who request a copy. However, if a parent refuses to sign, the recruiter will write a refusal statement on the PCF and give you the yellow and gold copies. You will send these copies to the

MSRTS Coordinator along with a copy of the authorization form and the appropriate educational records following the procedures for non-migrant status on page 46 of this manual. The white original will still be stapled to the white original authorization form, but you must flag that form as inactive.

MANAGEMENT INFORMATION SYSTEM FORM

MANAGEMENT INFORMATION SYSTEM FORM

_________ Date recruited

_________ Family phone number

_________ Ethnic breakdown:
1. Am. Indian/Ak. Native
2. Asian or Pacific Islander
3. Black, not Hispanic
4. Hispanic
5. White, not Hispanic

_________ Date received by Specialist

_________ Date mailed by Specialist

_________ Date received at State Office

_________ Date enrolled on Computer

_________ Date reviewed by State Recruiter

Comments: ____

____

____

All new authorization forms must be accompanied by a Management Information System (MIS) Form, such as the one shown above. When you receive these forms:

1. Check to see that the recruiter has dated the MIS form and secured the family's phone number (or indicated "no phone") and ethnic breakdown.
2. Initial and record the date you receive the authorization form in the space before "Date received by Specialist".
3. Staple the MIS form "back to back" to that family's authorization form to be sent to the state office. (See your example in the back flap of this manual.)

(Continue to next page for instructions.)

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4. Record the date you mail the enrollment package to the state office.
5. If there is a delay of over a day from the time you receive the authorization form to the time you mail it, write a brief explanation in the "Comments" section of the MIS form. The recruiter should have explained any delays he had in getting the form to you.

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MIGRANT EDUCATION ENROLLMENT FORM

VOLUNTARY PROGRAM
Complete If Participating

PARISH SHORT ID: ______________________

SCHOOL: ______________________

PARISH: ______________________

STUDENT #: ______________________ MNE: __________

PREVIOUSLY IN: ______________________ NWW: __________

ENTRY DATE: ______________________

STUDENT: ______________________ LAST NAME ______________________ FIRST NAME ______ MI ______ SEX ______________ BIRTHDATE

LEGAL PARENT FATHER: ______________________ FIRST NAME ______________________ LAST NAME

LEGAL PARENT MOTHER: ______________________ FIRST NAME ______________________ LAST NAME

BIRTHDATE VERIFICATION: B D O N (circle one) MULTIPLE BIRTH: 2 3 (circle if applicable) ______________ CITY OF BIRTH ______________ COUNTY/PARISH ________ STATE ________ COUNTRY

HOME BASE: ______________________ ADDRESS ______________ CITY ________ STATE ________ ZIP

CURRENT RESIDENCE: ______________________ ADDRESS ______________ CITY ________ STATE ________ ZIP

CURRENT PARENT FATHER: ______________________ FIRST NAME ______________________ LAST NAME

CURRENT PARENT MOTHER: ______________________ FIRST NAME ______________________ LAST NAME

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL

LAST QUALIFYING MOVE DATE: ______________________

FROM: ______________________ __________

TO: ______________________ CITY __________ STATE

FREE LUNCH QUALIFIER (if applicable) __________ Date

ADDITIONAL INFORMATION: ____

____

ELIGIBILITY FORM DATED: ______________ ______________________ MSRTS SPECIALIST ______________ DATE

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ENROLLMENT FORM AND PROCEDURES

On the preceding page is a copy of the Louisiana Migrant Education Enrollment Form. This form is used to enroll each eligible migrant child listed on the Louisiana Migrant Education Authorization Form, which is given to you by the Migrant Recruiter for your parish. Each time you receive a new authorization form, complete an enrollment form for each child as soon as possible. New enrollments are priority.

Fill out the enrollment form in red ink and make a Xerox or carbon copy. Most of the information requested on the enrollment form can be found on the authorization form. The residency date is the date the child entered your parish and is the same as the last qualifying move unless a non-migrant move is indicated by the Migrant Recruiter on the additional information section of the authorization form. The school enrollment date is the date of the last school enrollment for the child, and may be obtained from the school records/secretary. The school enrollment date cannot precede the residency date. If the child is not in school, enter the residency date "month and day" in the school enrollment and withdrawal columns, but use the most current year for that date. This is called a paper enrollment and is illustrated on page 42 of this manual. The parish ID is the six digit alpha code assigned to your parish.

When you have filled out the enrollment forms, check them carefully for completeness and accuracy. They must be signed and dated. Send the original enrollment forms, the yellow and pink copies of the authorization forms, the PCF (for settled-out status only), and the completed MIS form to the State MSRTS Coordinator. Arrange this enrollment package in the order of your example package in the back flap of this manual.

Make a student folder for each child. Place your copy of the enrollment form in the appropriate child's folder and a copy of the authorization form in each child's folder listed. Keep these folders in your pending file until you receive your student records. Check the records carefully for accuracy and file appropriately.

Children Previously Enrolled in Your Parish

Even if a child has been in your parish before, you must complete a new enrollment form. Follow the procedures outlined above, but with these differences:

1. Look at your latest educational record to make sure the child was previously withdrawn from your parish. Make sure all the dates make sense (no conflicts). If there is a date conflict, call the State MSRTS Coordinator or Data Specialist.
2. If there are no date conflicts, write the student number in the top right-hand section of the enrollment form where indicated. DO NOT write in the PREVIOUSLY IN or ENTRY DATE spaces.
3. Do not make a new folder for the child. Use the old one.

4. Staple a copy of the new authorization form on top of the copy of the old one.

Children Previously Enrolled in Another Parish for which You Keep Records

You must complete a new enrollment form. Follow the procedures outlined on page 25, but with these differences.

1. Look at the educational record for that parish to make sure the child was previously withdrawn. Make sure all the dates make sense (no conflicts). If there is a date conflict, call the State MSRTS Coordinator or Data Specialist.
2. If there are no date conflicts, write the student number in the top-right-hand section of the enrollment form where indicated. DO NOT write in the PREVIOUSLY IN or ENTRY DATE spaces.
3. Make sure each of your involved parishes has its own student folders. DO NOT EXCHANGE FOLDERS FROM ONE PARISH TO ANOTHER.

notes

NON-MIGRANT MOVES

A non-migrant move occurs when a child and his family move into a parish on a non-qualifying move, but have eligibility remaining on a previous qualifying move. The example below illustrates such a move and the enrollment procedures for the children in that family.

EXAMPLE: You are the MSRTS Specialist in St. Mary Parish. On September 20, 1985, the recruiter brings an authorization form to you for a family with two children who moved into your parish on September 12, 1985, to do oil field work. Oil field work is not a qualifying migrant occupation, but on March 12, 1982, the family had moved from Orlando, Florida, to Hammond, Louisiana, to pick strawberries. Berry picking is a qualifying migrant occupation. One of the children is enrolled in school and the other child is a preschooler.

All of the information above is contained on the authorization form. If the recruiter has not supplied the school enrollment date for the child, you are required to obtain it. You can do this by contacting the school's records/secretary at the school listed on the authorization form.

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the original document

On the next page there are examples of enrollment procedures for these two children.

Example #1 - Child in School

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL
9/12/85	9/13/85		3	01

LAST QUALIFYING MOVE DATE: 03/12/82

FROM: Orlando (CITY) FL (STATE) ______ COUNTRY

TO: Hammond (CITY) LA (STATE)

FREE LUNCH QUALIFIER (if applicable) ______ Date

ADDITIONAL INFORMATION: ______

ELIGIBILITY FORM DATED: 9/19/85

Jane Doe MSRTS SPECIALIST

9/20/85 DATE

Example #2 - Pre-Schooler

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL
9/12/85	9/12/85	9/12/85	3	UG

LAST QUALIFYING MOVE DATE: 03/12/82

FROM: Orlando (CITY) FL (STATE) ______ COUNTRY

TO: Hammond (CITY) LA (STATE)

FREE LUNCH QUALIFIER (if applicable) ______ Date

ADDITIONAL INFORMATION: ______

ELIGIBILITY FORM DATED: 9/19/85

Jane Doe MSRTS SPECIALIST

9/20/85 DATE

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SCHOOL ENROLLMENTS/WITHDRAWALS

Each August a memorandum will be sent to all MSRTS Specialists. This memorandum will explain in detail, and give examples of, school enrollment procedures for all children attending school. This includes active status as well as former status students. School withdrawal procedures for the previous school year for former status children that were in school will also be explained.

Each May another memorandum will be sent to all MSRTS Specialists. This memorandum will explain in detail, and give examples of, school withdrawal procedures for all active status children enrolled in school. Former status children will be withdrawn the following fall.

If a child attending school needs a withdrawal for any reason other than the end of school, please refer to the TERMINATION section of this Manual.

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notes

STATUS CHANGES

Status changes are done on active status students one year from the last qualifying move (LQM) date. This procedure is done only once, unless a new migrant move is made. Status 1 and 2 children become Status 3, and Status 4 and 5 children become Status 6. Always verify that the child is still in your parish before changing the status. The homebase must match the current address for settled-out children, so check the homebase address and update it if necessary.

For those children attending school, simply mark through the status currently appearing on the record and enter either a 3 or 6. Send to the terminal center immediately.

For those children not attending school, in most cases you will update the status and enter the recertification at the same time. (On Non-Migrant Moves it may not be possible to do the status change and recertification at the same time since the computer will not accept postdated school enrollments and withdrawals. If this is the case, you will only change the status, and the recertification will be done on the anniversary of the residency date.) Send to the terminal center immediately.

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notes

RECERTIFICATIONS

Recertification is the resubmission of the residency date at least once each year to indicate that a child is still residing in your parish. You must verify this fact before recertifying. If you need help to do this, please contact the Migrant Recruiter for your parish. After verifying residency in your parish, follow the procedures listed below. Remember - recertification generates funds!

1. Children Attending School - these children are automatically recertified each year when their school enrollment is entered because a school enrollment cannot be entered without a residency date. There is no need to resubmit the residency date on its anniversary for these children.

2. Children Too Young For School - these children are recertified each year on the anniversary of their residency date. It will be necessary to enter a fictitious school enrollment and school withdrawal (paper enrollment) in those columns for them. This must be done in order to keep the school history lines in the correct order and enable you to know, just by looking at the record, in which year a recertification was sent. The paper enrollment dates will be the

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same month and day of the residency date, but the year will be the current one. Below is an example of this procedure.

SH	SCHL ID		DATE			DAYS			GR LV	M S	E T
	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%			
AA	LA	ABCD	090183	090184	090184				UG	3	
The line above is already printed on the record. The residency date is 090183 and the child is not enrolled in school. On 090185 the following information should be entered on the record and sent to the terminal center.											
		"	"	090185	090185				UG	3	
	1.		2.	3.	4.				5.	6.	

1. Enter ditto marks in the SCHL column.
2. Enter ditto marks in the RES column.
3. Enter the same month and day of the residency date in the ENROLL column, but enter the current year.
4. Enter the same month and day of the residency date in the WITHDR column, but enter the current year.
5. Enter UG in the GR LV column.
6. Enter the migrant status is the MS column.

3. Children Who Have Dropped Out of School but are still residing in your parish are also recertified each year on the anniversary of their residency date. First, circle the termination box where you have previously reported the drop-out flag (page 48). This will signal the computer center to add the flag back (since it is erased when you recertify). Then follow the procedures outlined above for Children Too Young for School, unless this will present a date conflict as described on the next page.

If the paper enrollment date comes before the drop-out date, a conflict occurs.

EXAMPLE: Situation - Today's date is 9/4/85. You are doing your fall school enrollments and find that Jane Doe didn't come back to school this year. She is 16 years old, still resides in your parish, and you know she finished school last year. Her LQM and residency date is 3/12/81.

You must withdraw her on 5/31/85, the last date she attended school. But, if you try to recertify her with a paper enrollment, (enrolling and withdrawing 3/12/85 based on the residency date), you have a conflict because your new enrolling date comes before your last withdrawal date.

Solution - You must recertify by submitting only the residency date and status as shown below. You may use ditto marks in the SCHL column.

	SCHL ID		DATE			DAYS			GR LV	M S	E T
SH	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%			
AD	LA	ABCD	031281	082384	053185	177	153		10	3	
		"	031281							3	

When you get you new record, you will find that the new SH line (AE) is printed above previous SH lines. This is because the computer automatically arranges the lines chronologically by the school enrollment dates. Since no entry is made in that column for this situation, the line is moved up. In order to verify that this child was recertified, you should check your PEVR. NOTE: The following year, you should recertify with a paper enrollment.

3. Children Who Graduated - these children present even a different situation because once they have been flagged as graduated (page 48), the computer in Little Rock can't understand why you could possibly be re-enrolling. So, again, you can't use a paper enrollment. However, you are entitled to funding on graduates if they are still residing in your parish, under 18 years old, and have eligibility remaining.

To recertify these children, you will use the same procedures as outlined on page 42 for children who dropped out but have date conflicts with paper enrollments. Submit only the residency date and status as shown below. You may use ditto marks in the SCHL column.

	SCHL ID		DATE			DAYS			GR LV	M S	E T
SH	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%			
AD	LA	ABCD	031281	082384	053185	177	166		10	3	
		"	031281							3	

When you get you new record, you will find that the new SH line (AE) is printed above previous SH lines. This is because the computer automatically arranges the lines chronologically by the school enrollment dates. Since no entry is made in that column for this situation, the line is moved up. In order to verify that this child was recertified, you should check your PEVR. NOTE: The following year, you should recertify with a paper enrollment.

notes

TERMINATION PROCEDURES

The following termination procedures may require a withdrawal and will cause the child's folder to be placed in the inactive files. Never move a folder to the inactive files until the last SH line on the record is completed with a withdrawal. School withdrawals cannot be entered if there is no current school enrollment. (Example - if the last SH line on the record is a paper enrollment.) If you do not have to update the record (withdraw, send skills, etc.), it is not necessary to send it to the State Office. Simply move the child's folder to the inactive files. Remember, always indicate on the student's folder the reason and date the child became inactive.

Sometimes a child may become inactive for more than one reason. A good rule to determine which date to withdraw is to base your decision on the situation that occurred first. If you see this may present a problem, or if you are unsure of what to do, call the MSRTS Coordinator. There are too many possibilities to explain in this manual.

Another thing to remember is to try to use actual school enrollments and school withdrawal dates as much as possible. So if a child terminates during the summer, use his last actual school withdrawal date which is usually in May.

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1. **MOVED OUT OF YOUR PARISH** -When a child moves out of your parish , if there is a current school enrollment, enter the last date the child attended school in the school withdrawal column and send to the terminal center along with the reason for withdrawal written on the record and any skills under study or mastered. Place the child's folder in the inactive files upon receipt of the final record. If there is no current school enrollment, simply move the child's folder to the inactive files. Be sure to make a notation on the folder as to the reason it was moved.

2. **END OF ELIGIBILITY** - this occurs six years from the date of a child's last qualifying move. If there is a current school enrollment, enter the end of eligiblity date in the school withdrawal column and send to the terminal center. However, if the eligibility ended during the summer, enter the last date of school. If the child is attending summer school, you may withdraw him on the last date of summer school. Circle the end of eligibility date to indicate the

reason for withdrawal. Place the child's folder in the inactive files upon receipt of the final record. If there is no current school enrollment, simply move the child's folder to the inactive files, making the appropriate notation on the folder.

* 3. DEATH - when a child dies you must send a letter to the State MSRTS Coordinator giving the following information: a) name, b) student identifier, c) date of death, d) place of death, and e) cause of death. Along with this letter send the child's record. Place a D and the date of death in the Termination section of the record. If there is a current school enrollment, include the date of death in the school withdrawal column. Place a copy of the letter in the child's folder and place it in the inactive files upon receipt of the final record.

* 4. NON-MIGRANT STATUS - if parents request that their child be deleted from the Migrant Student Record Transfer System, the child assumes a non-migrant status. Send the child's record to the terminal center with an N and the date of the parent's request in the Termination section. If there is a

current school enrollment, include the date of this request in the school withdrawal column. Also send the yellow and gold copies of the PCF and a copy of the authorization form with the educational records. After you have received and checked the final record, place the child's folder in the inactive files with the appropriate notation on the folder.

5. EIGHTEEN YEAR OLDS - when a child becomes eighteen years of age, he ceases to generate funding. Unless this child is being served in a Migrant instructional program, he should be terminated on his eighteenth birthdate. If there is a current school enrollment, enter the eighteenth birthdate in the school withdrawal column and send in the the terminal center. If he turned eighteen during the summer, withdraw him at the end of school for the previous school year. Circle the birthdate to indicate the reason for withdrawal. If there is no current school enrollment, simply move the child's folder to the inactive files on the eighteenth birthday. Be sure to make a notation on the folder as to the reason it was moved there. Children who are over eighteen years of age and are being served in a Migrant instructional program may remain in the active files with a school enrollment until they reach twenty-one years of age, or until they move, drop out, assume non-migrant status, graduate, die, or reach the end of their eligibility.

The following termination procedures may require a school withdrawal and may or may not cause the child's folder to be placed in the inactive files. School withdrawals cannot be entered if there is no current school enrollment. It is very important to indicate the following termination procedures because statistics indicating the number of migrant children who graduate or drop out of high school are compiled in Washington, D.C.

* 6. GRADUATION - this occurs when a child graduates from high school. Send th child's record to the terminal center with a G and the date of graduation in the Termination section. If there is a current school enrollment, include the date of graduation in the school withdrawal section. If the child has eligibility remaining and has not yet reached his eighteenth birthday or moved away, keep the folder in the active files, and recertify as necessary until one of these situations occurs. Then simply move the folder to the inactive files, making the appropriate notation on it.

* 7. DROPOUT - this occurs when a child drops out of school. Send the child's record to the terminal center with an O and the date of dropout in the

Termination section. If there is a current school enrollment, include the date of dropout in the school withdrawal section. If the child has eligibility remaining and has not yet reached his eighteenth birthday or moved away, keep the folder in the active files and recertify as necessary until one of these situations occurs. Then simply move the folder to the inactive files, making the appropriate notation on it.

* THESE SITUATIONS REQUIRE AN ENTRY IN THE TERMINATION SECTION OF THE EDUCATIONAL RECORD.

notes

SUMMER SCHOOL PROGRAMS

Each May a memorandum will be sent to all MSRTS Specialists in parishes that have a Migrant summer school. The memorandum will explain in detail, and give examples of, school enrollment and school withdrawal procedures for Migrant summer school children. Specific deadlines for having these procedures completed will be given. It is very important to adhere to the deadlines in order to receive additional funding.

In the REFERENCES AND RESOURCES section of this Manual you will find a form that is very helpful for obtaining the necessary information for Migrant summer school children. You may want to use it as a guide for gathering information in your parish.

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SATELLITE PARISHES

Several MSRTS Specialists keep records for parishes other than their own. Record-keeping procedures are the same for these "satellite" parishes as they are for "homebase" parishes. Exceptions are the school enrollment and school withdrawal columns and the list by schools.

Because of the difficulty some of these MSRTS Specialists are experiencing in trying to obtain this information outside of their own parish, it is not a State requirement to send in actual school enrollments and school withdrawals for "satellite" parish children. This policy pertains only to "satellite" parishes that are experiencing a problem.

The residency date must still be submitted on these children once each year to keep funding current. If you cannot obtain actual school enrollment and withdrawal dates for these children, refer to the RECERTIFICATION section of this Manual and follow the procedures for children not attending school.

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If a child moves from one parish to another and you keep the records for both parishes, do not just move the folder. You must keep the records for each parish totally separate. If necessary, send in a withdrawal for the parish from which the child moved and place the folder in the inactive file for that parish. Then create a new folder for the child in the parish in which he now lives and place it in the active file for that parish.

notes

EVALUATION INFORMATION

At least once each year, the Migrant program in your parish is evaluated. A copy of the evaluative instrument can be found in the REFERENCE AND RESOURCES section of this Manual. Since the MSRTS Specialist is responsible for MSRTS records in a parish, it is your responsibility to answer many of the questions contained in this instrument, especially those in the "Participation" and "Instructional Services Rendered" sections. Please become familiar with these two sections so that you will be able to assist your parish director when the evaluation is conducted.

In parishes in which it has not been possible to obtain an exact count of children by racial/ethnic group, a percentage estimate according to parish breakdown may be used.

The previous
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EDUCATIONAL RECORD

DATE ①

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE OF

STUDENT ID

BIRTH DATA

SEX =
DOB =
VER =
AGE =
MULTIPLE BIRTHS =

CITY :
COUNTY :
STATE :
COUNTRY: ②

TERMINATION

TYPE:
DATE: ③

F.L.Q.: ④

PARENT DATA

LEGAL PARENTS: ⑤

CURRENT PARENTS:

HOME BASE ⑥

CURRENT RESIDENCE ⑦

LAST QUALIFYING MOVE:
MOVED FROM: ______________, __, ______________
MOVED TO: ______________, __, ______________

END OF ELIGIBILITY: ⑧

SCHOOL HISTORY DATA

CURRENT SCHOOL:
SCHOOL ID:
MED.RECORD ADDRESSEE:

PREVIOUS SCHOOL:
SCHOOL ID:
STREET ADDRESS:
(SH:)
CITY:
STATE: ZIP: PHONE: ⑨

	SCHL ID		DATE			DAYS					
SH	ST	SCHL	RES.	ENROLL	WITHDR	ENR	PRS	%	GR LV	M S	E T

EDUCATION-HEALTH LINKAGE

E-H # **MESSAGE**: ⑩

CONTACT:

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL

CONTACT: PH:

PH:

REQUIRED SUBJECT	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPANATION
					⑪
TOTAL					

PROFICIENCY-TEST:

CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

				PARTIAL WORK		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	% GR.	CLOCK HRS IN CLASS	GR.	NO. OF TERMS	TYPE OF TERM	TERM	YR

⑫

MOST RECENT REPORTING SCHOOL:

CONTACT:

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DATE

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE OF

STUDENT ID

SECONDARY CREDIT ACCRUAL

GRADE

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE TITLE	SH	% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME *	TELEPHONE

⑬

* SCHOOL ADDRESS(ES) (ALPHABETICAL):

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SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

⑭

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL

CITY

STATE

DATE

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE OF STUDENT ID

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EDUCATIONAL SKILLS

INPUT AREA

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

REPORT WHEN MASTERED

CODE	SUBTOPIC OR SKILL	DATE	SH	CODE	DATE
	⑮				

MATH SKILLS UNDER STUDY

SKILLS UNDER STUDY CODE

READING SKILLS UNDER STUDY

SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL	SH	CODE	INSTR. LEVEL
	⑯				

ORAL LANGUAGE SKILLS UNDER STUDY

SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH	CODE	LANGUAGE
		⑰			

EARLY CHILDHOOD SKILLS UNDER STUDY/BEING OBSERVED

SKILLS UNDER STUDY

CODE	SKILL	SH	CODE
	⑱		

3

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE		HRS CUR
		START	END	
⑲				

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE		HOURS		SH
		START	END	LAST	CUM	
⑳						

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES		SH
	FORMAL	INFORMAL	
	㉑		

SPECIAL TALENT

DATE	NAME	SH
	㉒	

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	M	SH
㉓								

SPECIAL EDUCATION CONTACT DATA

㉔

EDUCATIONAL RECORD

On the preceding three pages is a blank educational record with numbered sections. Please refer to the appropriate numbers below for an explanation of the State policy for that section. The definitions for each section can be found in the National MSRTS User's Manual.

1. Margin Messages - Student Identifying Data - there is no need for input in this section. It is used for identification purposes. Refer to the Margin Messages of the National MSRTS User's Manual to be aware of what type of message may be printed in this section. Language for Instruction Needs Updating may be disregarded. If a child's name changes, a corrected copy of the authorization form must accompany the record when it is sent to the terminal center for updating.

2. Birth Data - This information is entered upon initial enrollment of a child and must correspond to the original authorization form. You will be informed by one of the data entry specialists if it is not possible to enter the birthdate verification as it appears on the authorization form.

3. Termination - refer to the TERMINATION section of this manual.

4. FLQ - FREE LUNCH QUALIFIER - this section may be used to indicate that a child is certified as en eligible participant in the free lunch program in your parish. Enter the current school enrollment date and your parish short ID in the FLQ section if the information is available to you. It is not a State requirement to enter this information since some MSRTS Specialists do not have access to such information. If FLQ is used, each year the child qualifies, the FLQ should be updated by drawing a line through the old date and entering the new one above it.

5. Parent Data - (legal and current) - this information is entered upon initial enrollment of a child and usually corresponds to the original authorization form. However, if parent data changes after the original entry, update the educational record by marking through the old information and writing the new names. Send it to the terminal center. Make sure you date the child's folder and write an explanation of the change on the folder so there will be no question why it does not match the original authorization form.

6. Homebase - is entered upon initial enrollment of a child and must initially correspond to the authorization form. However, when a child settles out, the homebase must be updated to match the current residence. You may do this by drawing a line through the old address and writing the word "same" or the address.

7. Current Residence - this information is entered upon initial enrollment of a child and usually corresponds to the original authorization form. If

there is a change in the current residence section, but the child still resides in your parish, you may update the current residence section without having the Migrant Recruiter change it on the authorization form. Update the record in red ink and send to the terminal center. On the child's folder indicate the date the current residence was changed and why it was changed so that there will be no question as to why it does not correspond to the original authorization form.

8. Last Qualifying Move - this information is entered upon initial enrollment of a child and must correspond to the original authorization form.

9. School History Data - refer to the SCHOOL ENROLLMENTS/WITHDRAWALS and RECERTIFICATIONS sections of this Manual.

10. E-H Linkage - there is no input required in this section. It is printed only as a result of an entry on the medical record.

11-14. Secondary Credit Data - this information is reported on any secondary student who moves out of your parish. When you are informed of the move, request from the guidance counselor a copy of the cumulative card in the child's folder. Send this information to the terminal center on the secondary credit reporting form section (#14) of the educational record. You are not required to submit this information if the child attends a private or parochial school and you are not able to obtain it, but you must indicate such when sending in a withdrawal due to a move on a secondary student with no accompanying secondary credit data.

If you receive a child's record that contains secondary credit information, you must either send or take a copy of the record to the high school in which he is enrolled. This is a State requirement, and it makes no difference if the child is or is not being served by the Migrant program.

Secondary credit data must also be reported on all active status secondary students in your parish at the end of each semester.

15-18. Educational Skills Data - Math Skills Mastered must be reported on all active status students who are receiving math instruction in your Migrant program at the end of each six- or nine-week reporting period. Math Skills Under Study and Reading Skills Under Study must be reported on all active status students who are receiving instructional aid in these areas in your Migrant Program at the end of each school year, or upon withdrawal from your parish. Report skills as soon as you become aware the child has moved. If he was not being served by your Migrant Program, indicate this by writing "NBS" under the school history section of the record. Although priority is placed on active students, it is recommended that you also send in math and reading skills for settled-out students for the same reporting periods.

Math Skills must be reported individually, never as subtopics with ending zeros. When reporting Math Skills Mastered, list them chronologically beginning with the most recently mastered first, and be sure to include the date. Math Skills Under Study have no date. Reading Skills Under Study may be reported by subtopic, or individually, and the instructional level must be indicated. Oral Language and Early Childhood skills are accepted.

Skills should be recorded on the educational record in the input area on the right, with a maximum of three per section. If you use the old skills transmittal form, you must attach the latest educational record.

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There should be at least one set of skills catalogs in each parish describing each skill in each area. If you do not have a set of these catalogs, call the State MSRTS Coordinator. Tutors, Aides, and Teachers obtain the skills data, but it is your responsibility to see that the information is sent to the terminal center correctly. Many tutors/aides/teachers use the Skills Logsheets to report skills to you. A copy of these logsheets can be found in the REFERENCES/RESOURCES section of this Manual. Each tutor/aide/teacher working in the migrant program should have a set.

If you would like to have help to train the Migrant tutors/aides/teachers in your parish on the Skills Information System, please call the State MSRTS Coordinator to set up a technical assistance visit.

The following sections are referred to as Supportive Data and must be reported, if applicable, on all active status children who are being served by the Migrant program in your parish. Since the child is being served, the Migrant tutors/aides/teachers are responsible for getting this information to you. If you would like to have help to train them on how to report such data as well as how to use it, call the State MSRTS Coordinator to schedule a technical assistance visit.

Supportive data may also be reported on former status children.

Information submitted for these sections should be current and should be sent to the terminal center as soon as you receive it. Listed below are the State policies for these sections; refer to the National User's Manual for a definition.

19. Current Supplemental Programs - if a child is receiving instruction in any of the programs included on the supplemental programs codes list, enter that code in this section along with the appropriate starting date and send it to the terminal center. When this program ends for that child, enter the ending date and the total number of hours the child participated, and send it to the terminal center. Make sure that the starting and ending

dates fall within the range of the latest school enrollment and withdrawal dates for your parish. Current supplemental programs move to the previous supplemental programs section each time a new school enrollment is entered. A supplemental programs codes list can be found in the REFERENCES AND RESOURCES section of this Manual.

20. Previous Supplemental Programs - no input is required in this section. This section is used to accumulate information on supplemental programs in which the child has been enrolled. Current Supplemental Programs move here when a subsequent school enrollment is entered.

21. Language for Instruction - if a child can receive instruction in a language other than English, you should make an entry in this section. English used as a second language can also be reported here. Write the name of the language; enter the date that the assessment was made under either the formal or informal columns, whichever is applicable, and send to the terminal center.

22. Special Talent - do not confuse this section with the old Special Interests section. Only if a child shows a high degree of skill or accomplishment in a certain area should you make an entry in this section. Write the name of that talent under Name, and the date you submit it under Date, and send to the terminal center. There is no codes list for this section.

23. Test Data - if a child has taken a test that is included on the MSRTS test codes list, enter the results in this section and send to the terminal center. The minimal amount of information required to create a test line includes the following: code, score, score type, and date administered. Make sure the date administered falls after the latest school enrollment dates for your parish. A test codes list can be found in the REFERENCES AND RESOURCES section of this Manual.

24. Special Education Contact Data - if a child is enrolled in the Special Education program in your parish, enter the name, address, and telephone number of the person who can be reached for the IEP (Individual Education Program) information on this child. Obtain permission from the Special

Education Supervisor or Coordinator in your parish before sending this information in to the terminal center.

notes

REFERENCES AND RESOURCES

STATE AND REGIONAL MSRTS STAFF

STATE MSRTS STAFF

WANDA OSTERTHALER	MSRTS COORDINATOR	P. O. BOX 94064 BATON ROUGE, LA 70804-9064	(504) 342-3521
JANE BROUSSARD	MSRTS DATA SPECIALIST	"	(504) 342-4151
CAROLYN MEYERS	"	"	"
CONNIE ALLEN	"	"	"

REGIONAL MSRTS TECHNICAL ASSISTANTS

REGINA HOWELL	MSRTS TECHNICAL ASSISTANT NORTH LOUISIANA	P. O. BOX 16 NATCHITOCHES, LA 71457	(318) 352-8380
BETTY MEADOR	MSRTS TECHNICAL ASSISTANT SOUTH LOUISIANA	305 WEST HANSON HAMMOND, LA 70401	(504) 542-7290
ELOISE SULLIVAN	MSRTS TECHNICAL ASSISTANT HEALTH RECORDS	P. O. DRAWER 352 TALLULAH, LA 71282	(318) 574-2130

REVISED 9/85

MSRTS SPECIALISTS

PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
Acadia - CZCX	Carol Malbrough	P. O. Drawer 309, Crowley, LA 70526	318/783-3664 Ext. 264
Allen - CWYZ	Cindy Strother	P. O. Drawer C, Oberlin, LA 70655	318/639-2977
Assumption - CXTP	Chase Landry	P. O. Box 408, Napoleonville, LA 70390	504/369-7932
Avoyelles - CPVK	Daniel Guillot	201 Tunica Drive West, Marksville, LA 71351	318/253-5982
Beauregard - CXLW	Fay Coleman	Singer High School, Singer, LA 70660	318/462-3178
Bossier - CVTL *Bienville - CWNF *Caddo - CVXY *Webster - CZMY	Norma Anderson	P. O. Box 218, Benton, LA 71006	318/965-2281
Caldwell - CLVT	Cathy Franklin	P. O. Box 1019, Columbia, LA 71418-1019	318/649-2680
Cameron - CLWL *Calcasieu - CRKB	Linda Welch	P. O. Drawer W, Cameron, LA 70631	318/775-7570
Delta CAA (Madison) - CXHX *East Carroll - CPMC	Delores Jackson	P. O. Drawer 352, Tallulah, LA 71282	318/574-2130
DeSoto - CVXZ	Mary Robbins	P. O. Box 975, Mansfield, LA 71052	318/872-1198
Evangeline CAA - BZVY	Marjorie Veillon	222 South Coreil St., Ville Platte, LA 70586	318/363-4552
Franklin - CYMY	Sharon Ferrington	1809 Prairie Road, Winnsboro, LA 71295	318/435-9711
Grant - CYDX	Elaine Woodard	P. O. Box 208, Colfax, LA 71417	318/627-5974
Iberia - CRJN	Cynthia Moncriffe	1204 Lemaire Street, New Iberia, LA 70560	318/364-7641

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PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
Iberville - CPMB *Ascension - CXWS	Eunice Aucoin	P. O. Box 151, Plaquemine, LA 70764	504/687-4341 or 387-2998
Jackson - CXHW	Margie Wink	P. O. Box 705, Jonesboro, LA 71251	318/259-4456
Jefferson - CSYY	Susan Edmonson	501 Manhattan Blvd., Harvey, LA 70058	504/367-3120 Ext. 525
Jefferson Davis - CVNR	Karen Stanbrough	P. O. Box 1365, Jennings, LA 70546	318/824-0597
Lafourche - CVTH	Jeanette Cheramie	P. O. Box 487, Galliano, LA 70354	504/632-4777
LaSalle CAA - BZVZ *Catahoula - BZVZ *Concordia - BZVZ	Bonnye McKinney	204 Monrovia Street, Jonesville, LA 71343	318/339-9500
Morehouse - CPLZ	Johnnye Girtmon	P. O. Box 164 Mer Rouge Elementary, Mer Rouge, LA 71261	318/647-5287
Natchitoches - CVYL	Mollie Rachal	P. O. Box 16, Natchitoches, LA 71457	318/352-8380
Orleans - CRKN	Lois LaBeaud Andrea Magee	5931 Milne Blvd., New Orleans, LA 70124	504/483-6369
Ouachita CNYZ *City of Monroe - DNBJ *Claiborne - CYFW *Lincoln - CWGP	Henrietta Morehead	701 St. John, Monroe, LA 71201	318/388-2711 Ext. 295
Plaquemines - CQSS	Terry Buras	P. O. Box 69, Belle Chasse, LA 70037	504/392-4970
Pointe Coupee - CVKQ	Judy Burke	P. O. Drawer 579, New Roads, LA 70760	504/638-9036
Rapides - CLVZ	Ann Eskew	P. O. Box 1230, Alexandria, LA 71301	318/442-8321
Red River - CWGL	Alton Townsend	P. O. Box 350, Coushatta, LA 71019	318/932-5773
Richland - BKXF	JoAnn Smith	P. O. Box 599, Rayville, LA 71269	318/728-4573
Sabine - CWCM	Karla Brown	P. O. Box 1079, Many, LA 71449	318/256-9228

PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
St. Helena - CPPQ *East Baton Rouge - CVXW *East Feliciana - CXTQ *West Feliciana - CXVD	Susan Glover	P. O. Box 766, Pine Grove, LA 70453	504/777-4609
St. Landry - BKXK	Debra Thomas	P. O. Box 310, Opelousas, LA 70570	318/948-3657
St. Martin - BYMD	Dona Degatur	111 Courville St., Breaux Bridge, LA 70517	318/332-2105
St. Mary - CPVJ *Lafayette - CRKC *Vermilion - CRJZ	Juanita Colletta	P. O. Drawer 580, Franklin, LA 70538	318/836-9661 Ext. 302
Tangipahoa - BKXL *City of Bogalusa - DCDW *Livingston - CXFQ *St. Tammany - CWDR *Washington - CWYX	Sherry Reeve	305 West Hanson, Hammond, LA 70401	504/542-7290
Tensas - BXMC	Josie Ford	P. O. Box 318, St. Joseph, LA 71366	318/766-4314
Terrebonne - CRJY *St. Charles - CVXF *St. James - DBTR *St. John - CWYY	Sydney Cruse	P. O. Box 5097, Houma, LA 70361 301 Academy Street	504/851-1550 Ext. 46
Union CAA - CRJP	Traci Tucker	P. O. Box 520, Farmerville, LA 71241	318/368-9606
Vernon - CVRK	Pam Faircloth	201 Belview Road, Leesville, LA 71446	318/239-3401 Ext. 76
West Baton Rouge - CVSH	Ann Guillot	670 Rosedale St., Port Allen, LA 70767	504/343-8309
West Carroll - BYLX	Tracy Rogers	P. O. Drawer 1028, Oak Grove, LA 71263	318/428-4215
Winn - CZKM	Gerald Huckaby	P. O. Drawer 430, Winnfield, LA 71483	318/628-6936

*denotes satellite parishes

REVISED 9/85

PARISH SHORT ID'S

LACZCX - ACADIA
LACWYZ - ALLEN
LACXWS - ASCENSION
LACXTP - ASSUMPTION
LACPVK - AVOYELLES
LACXLW - BEAUREGARD
LACWNF - BIENVILLE
LADCDW - BOGALUSA (CITY OF)
LACVTL - BOSSIER
LACVXY - CADDO
LACRKB - CALCASIEU
LACLVT - CALDWELL
LACLWL - CAMERON
LACYFW - CLAIBORNE
LACVXZ - DESOTO
LACVXW - EAST BATON ROUGE
LACPMC - EAST CARROLL
LACXTQ - EAST FELICIANA
LABZVY - EVANGELINE
LACYMY - FRANKLIN
LACYDX - GRANT
LACRJN - IBERIA
LACPMB - IBERVILLE
LACXHW - JACKSON
LACSYY - JEFFERSON
LACVNR - JEFFERSON DAVIS
LACRKC - LAFAYETTE
LACVTH - LAFOURCHE
LABZVZ - LASALLE
LACWGP - LINCOLN
LACXFQ - LIVINGSTON
LACXHX - MADISON
LADNBJ - MONROE (CITY OF)
LACPLZ - MOREHOUSE
LACVYL - NATCHITOCHES
LACRKN - ORLEANS
LACNYZ - OUACHITA
LACQSS - PLAQUEMINES
LACVKQ - POINTE COUPEE
LACLVZ - RAPIDES
LACWGL - RED RIVER
LABKXF - RICHLAND
LACWCM - SABINE
LACVXF - ST. CHARLES
LACPPQ - ST. HELENA
LADBTR - ST. JAMES
LACWYY - ST. JOHN
LABKXK - ST. LANDRY
LABYMD - ST. MARTIN
LACPVJ - ST. MARY
LACWDR - ST. TAMMANY
LABKXL - TANGIPAHOA
LABXMC - TENSAS
LACRJY - TERREBONNE
LACRJP - UNION
LACRJZ - VERMILION
LACVRK - VERNON
LACWYX - WASHINGTON
LACZMY - WEBSTER
LACVSH - WEST BATON ROUGE
LABYLX - WEST CARROLL
LACXVD - WEST FELICIANA
LACZKM - WINN
LABKWW - STATE OFFICE

COUNTRY	ABBREVIATION
HAITI	HAI
HONDURAS	HON
HONG KONG	HKG
HUNGARY	HUN
ICELAND	ICE
INDIA	IND
INDONESIA	INS
IRAN	IRA
IRAQ	IRQ
IRELAND	IRE
ISLE OF MAN	IMN
ISRAEL	ISR
ITALY	ITA
IVORY COAST	IVC
JAMAICA	JAM
JAPAN	JAP
JERSEY	JER
JORDAN	JOR
* KAMPUCHEA (formerly Cambodia)	KAM
KENYA	KEN
KIRIBATI	KIR
NORTH KOREA	NKO
SOUTH KOREA	SKO
KUWAIT	KUW
LAOS	LAO
LEBANON	LEB
LESOTHO	LES
LIBERIA	LIB
LIBYA	LIY
LIECHTENSTEIN	LIE
LUXEMBOURG	LUX
MACAU	MAC
MADAGASCAR	MAD
MALAWI	MAL
MALAYSIA	MAY
MALDIVES	MAV
MALI	MAI

COUNTRY	ABBREVIATION
MALTA	MAT
MARTINIQUE	MAR
MAURITANIA	MAU
MAURITIUS	MAS
MEXICO	MEX
MONACO	MON
MONGOLIA	MOG
MONTSERRAT	MNT
MOROCCO	MOR
MOZAMBIQUE	MOZ
NAMIBIA	NAI
NAURU	NAU
NEPAL	NEP
NETHERLANDS	NET
NETHERLANDS ANTILLES	NTA
NEW CALEDONIA	NCL
NEW ZEALAND	NEZ
NICARAGUA	NIC
NIGER	NGR
NIGERIA	NGA
NIUE	NIU
NORFOLK ISLAND	NFI
NORWAY	NOR
OMAN	OMA
PAKISTAN	PAK
PANAMA	PAN
PAPUA NEW GUINEA	PNG
PARAGUAY	PAR
PERU	PER
PHILIPPINES	PHI
PITCAIRN ISLAND	PIT
POLAND	POL
PORTUGAL	POR
QATAR	QAT

COUNTRY	ABBREVIATION
REUNION	REU
ROMANIA	ROM
RWANDA	RWA
ST CHRISTOPHER-NEVIS-ANGUIIIA	CNA
SAINT HELENA	SHL
SAINT LUCIA	STL
ST PIERRE & MIQUELON	SPM
ST VINCENT & THE GRENADINES	SVG
WESTERN SAHARA	WSH
WESTERN SAMOA	WSA
SAN MARINO	SAM
SAO TOME & PRINCIPE	STP
SAUDI ARABIA	SAU
SENEGAL	SEN
SEYCHELLES	SEY
SIERRA LEONE	SIL
SINGAPORE	SIN
SOLOMON ISLANDS	SOI
SOMALIA	SOM
SOUTH AFRICA	SOA
SOVIET UNION	SOU
SPAIN	SPA
SPANISH NORTH AFRICA	SNA
SRI LANKA	SRL
SUDAN	SUD
SURINAME	SUR
SVALBARD	SVL
SWAZILAND	SWA
SWEDEN	SWE
SWITZERLAND	SWI
SYRIA	SYR
TAIWAN	TAI
TANZANIA	TAN
THAILAND	THA

COUNTRY	ABBREVIATION
TOGO	TOG
TOKELAU	TOK
TONGA	TON
TRINIDAD & TOBAGO	TRT
TUNISIA	TUN
TURKEY	TUR
TURKS & CAICOS ISLANDS	TCI
TUVALU	TUV
UGANDA	UGA
UNITED ARAB EMIRATES	UAE
UNITED KINGDOM	UNK
UNITED STATES	USA
UPPER VOLTA	UPV
URUGUAY	URU
VANUATU	VAN
VATICAN CITY	VAC
VENEZUELA	VEN
VIETNAM	VIN
BRITISH VIRGIN ISLANDS	VIB
WALLIS & FUTUNA	WFT
ADEN YEMEN	ADY
SANAA YEMEN	SAY
YUGOSLAVIA	YUG
ZAIRE	ZAI
ZAMBIA	ZAM
ZIMBABWE	ZIM

NAME ______________________________ BIRTHDATE ____________
Last First Middle

STATUS ____________ STATUS CHANGES ____________

LQM ______________________ RESIDENCY DATE ____________

RE-CERTIFICATIONS:

1st: ______________________ 4th: ______________________

2nd: ______________________ 5th: ______________________

3rd: ______________________

TERMINATION TYPE ____________ TERMINATION DATE ____________

ELIGIBILITY EXPIRES ____________ DESTROY RECORDS ____________

PARENTS ______________________ ______________________
Father Mother

ADDRESS ______________________ ______________________
Street City State Zip

Student (L O C A T O R) Sheet

STUDENT #: ____________ DATE: ________

PARISH SHORT ID: ____________

SCHOOL: ____________

PARISH: ____________

STUDENT: ____________ ____________ ____ ____ ____________
LAST NAME FIRST NAME MI SEX BIRTHDATE

ONLY COMPLETE THIS SECTION WHEN FOLDER IS PLACED IN (I N - A C T I V E) FILES

(MOVED OUT OF THE PARISH)	(DEATH)	18 YEARS OLD (DATE) ____________
DATE MOVED ____________	DATE OF DEATH ____________	END OF ELIGIB. (DATE) ____________
RECORDS REQUESTED BY:	TIME OF DEATH ____________	OTHER ____________
____________ (School)	CITY/PARISH ____________	____________
	STATE ____________	____________
____________ (P.O.Box/Street)	CAUSE OF DEATH ____________	____________
____________ (City/State/Zip)	EXPLANATION ____________	____________

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL	SCHOOL

L.Q.M. DATE: ____________
1st RE-CERT: ____________
2nd RE-CERT: ____________
3rd RE-CERT: ____________
4th RE-CERT: ____________
5th RE-CERT: ____________
E.O.E. DATE: ____________

111

84

112

****

Please complete in alphabetical order

****

SUMMER SESSION 1982-83

Chapter I Migrant Education
Homeroom Student Enrollment Form

Boys____________ Girls____________

Total Enrolled ____________

SCHOOL________________________ TEACHER ________________________ GRADE____________

STUDENT NAMES:			BIRTHDATE:			ADDRESS		PARENTS		TELEPHONE NO.	NAME OF SCHO ATTENDED in 1982-83 sessi
Last	First	Middle	Month	Day	Year	Number	Street	Father	Mother	Home	

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SUMMER SESSION 1983
ATTENDANCE REPORT

(D U E - July 20, 1983)

*** STRICTLY ALFA ORDER ***

SCHOOL: ______________________ TEACHER: ______________________ GRADE: ______________________

NAME			Sex	Birthdate	Date Enrolled	Days Present	Date Withdrawn for Drop-outs	Special Talent
Last	First	Middle						

																	DATE
																	TOTAL
																	PRESCHOOL
																	UNGRADED
																	1st GRADE
																	2nd GRADE
																	3nd GRADE
																	4th GRADE
																	5th GRADE
																	6th GRADE
																	7th GRADE
																	8th GRADE
																	9th GRADE
																	10th GRADE
																	11th GRADE
																	12th GRADE
																	NATIVE AMERICA
																	ASIAN
																	HISPANIC
																	BLACK
																	WHITE
																	1
																	2
																	3
																	4
																	5

READING

NATIONAL MIGRANT EDUCATION PROGRAM / MSRTS SKILLS CHECKLIST

STUDENT NAME ______________________ GRADE ____ STUDENT I.D. ______________________

DISTRICT # ____ SCHOOL ______________________ TEACHER ______________________ DATE ______________ 19___

INSTRUCTIONS:

DECODING

READINESS:

_______ 020 **Visual Discrimination:** Skill in distinguishing word forms.

02001 ___ Identifies (1) shapes, (2) colors, (3) objects, (4) letters.
02002 ___ Identifies likenesses/differences in (1) shapes, (2) colors, (3) objects, (4) letters.
02003 ___ Copies (1) shapes, (2) upper/lower case letters, (3) words.
02004 ___ Matches letter-name/symbol in a word.

_______ 040 **Visual Memory:** The amount remembered after seeing.

04001 ___ Places forms on a board, 2-4 piece puzzle.
04002 ___ Identifies (1) missing parts, (2) pictures, (3) letters.
04003 ___ Reproduces from memory (1) shapes, (2) pictures, (3) letters.
04004 ___ Identifies missing objects from more than 5.

_______ 060 **Auditory Discrimination:** Skill in hearing and identifying sounds.

06001 ___ Listens to story and responds.
06002 ___ Classifies gross sounds.
06003 ___ Reproduces sound patterns.
06004 ___ Hears likenesses/differences in patterns and letter sounds.
06005 ___ Follows simple directions.
06006 ___ Reproduces rhyming words orally.

_______ 080 **Sensorimotor:** Motor, visual, and auditory abilities to manipulate or control environment.

08001 ___ (1) Directionality, (2) spatial relationship (up/down, right/left, etc.)
08002 ___ (1) Ocular mobility, (2) eye-hand coordination (hold a pencil, carry a dish of water, hold scissors, etc.)
08003 ___ Body concept, body scheme: (1) Identifies body parts, (2) internalizes and utilizes coordination of all body movements.

_______ 100 **Alphabet:** Sequential order of letter symbols.

10001 ___ Identifies letters in order.
10002 ___ Identifies missing letters.

_______ 120 **Context;** Utilizing order of symbols and/or surrounding words as clue to meaning.

12001 ___ Uses pictures.
12002 ___ Uses letter/sound.
12003 ___ Uses word-picture association.
(clown) "A clown is a funny man in a circus."
12004 ___ Uses sentences meaning.

CONSONANTS:

_______ 140 **Initial:** Beginning symbol-sound of a word.

Identifies the following in the initial position of a word:

14001 ___ B
14002 ___ C (soft)
14003 ___ C (hard)
14004 ___ D
14005 ___ F
14006 ___ G (soft)
14007 ___ G (hard)
14008 ___ H
14009 ___ J
14010 ___ K
14011 ___ L
14012 ___ M
14013 ___ N
14014 ___ P
14015 ___ Q (u)
14016 ___ R
14017 ___ S
14018 ___ T
14019 ___ V
14020 ___ W
14021 ___ X
14022 ___ Y
14023 ___ Z

_______ 160 **Final:** Ending symbol-sound of a word.

Identifies the following in the final position of a word:

16001 ___ B
16002 ___ C (soft)
16003 ___ C (hard)
16004 ___ D
16005 ___ F
16006 ___ G (soft)
16007 ___ G (hard)
16008 ___ J
16009 ___ K
16010 ___ L
16011 ___ M
16012 ___ N
16013 ___ P
16014 ___ R
16015 ___ S
16016 ___ T
16017 ___ V
16018 ___ W
16019 ___ X
16020 ___ Z

_______ 180 **Digraph:** Two consonants creating a single sound.

Identifies the following in a word:

18001 ___ CH
18002 ___ WH
18003 ___ SH
18004 ___ TH
18005 ___ CK
18006 ___ NG
18007 ___ PH
18008 ___ WR
18009 ___ WL
18010 ___ GH
18011 ___ KN

_______ 200 **Blends:** Two or three consonants retaining their own sounds.

Identifies the following in a word:

INITIAL

20001 ___ BL
20002 ___ BR
20003 ___ CL
20004 ___ CR
20005 ___ DR
20006 ___ DW
20007 ___ FL
20008 ___ FR
20009 ___ GL
20010 ___ GR
20011 ___ PL
20012 ___ PR
20013 ___ SC
20014 ___ SK
20015 ___ SL
20016 ___ SM
20017 ___ SN
20018 ___ SP
20019 ___ ST
20020 ___ SW
20021 ___ TR
20022 ___ TW
20023 ___ SCR
20024 ___ SPL
20025 ___ SPR
20026 ___ STR

FINAL

20027 ___ GT
20028 ___ LD
20029 ___ LT
20030 ___ MP
20031 ___ ND
20032 ___ NK
20033 ___ NT
20034 ___ PT
20035 ___ RT
20036 ___ CT

_______ 220 **Endings:** Symbols added to root word, changing tense or part of speech.

Identifies the following in the final position of a word:

22001 ___ s
22002 ___ es
22003 ___ ed
22004 ___ ing
22005 ___ ly
22006 ___ le
22007 ___ er
22008 ___ is
22009 ___ tion
22010 ___ est
22011 ___ en

VOWELS:

Identifies the following in words:

_______ 240 **Short**

24001 ___ A (cat)
24002 ___ O (not)
24003 ___ E (pet)
24004 ___ U (nut)
24005 ___ I (miss)
24006 ___ Y (syllable)

_______ 260 **Long**

26001 ___ A (ape)
26002 ___ O (open)
26003 ___ E (eel)
26004 ___ U (use)
26005 ___ I (ice)
26006 ___ Y (type)
26007 ___ Y (candy)

_______ 280 **R or L Controlled:**

28001 ___ ar (car)
28002 ___ ir (sir)
28003 ___ al (all)
28004 ___ or (for)
28005 ___ er (her)
28006 ___ ur (fur)

_______ 300 **Irregular:** Diphthongs, Digraphs, Combinations

30001 ___ ai (plaid)
30002 ___ ai (paint)
30003 ___ ay (play)
30004 ___ au (sauce)
30005 ___ aw (saw)
30006 ___ ea (meat)
30007 ___ ee (meet)
30008 ___ ei (receive)
30009 ___ ei (neighbor)
30010 ___ ew (few)
30011 ___ ie (pie)
30012 ___ oa (coat)
30013 ___ oe (toe)
30014 ___ oi (oil)
30015 ___ oo (soon)
30016 ___ oo (good)
30017 ___ ou (thought)
30018 ___ ou (out)
30019 ___ ou (through)
30020 ___ ow (cow)
30021 ___ ow (blow)
30022 ___ oy (boy)
30023 ___ ue (glue)
30024 ___ ui (juice)

DECODING (cont.)

STRUCTURAL ANALYSIS:

_____ 320 **Hearing syllables:** Oral readiness prerequisite to formal application of generalizations.

32001 ___ (1) Claps for each single sound of voice (2) Identifies the number of syllables in a word.

32002 ___ (1) Listens for (2) Identifies natural division of word.

_____ 340 **Using syllables:** Application of generalizations widely used.

Applies the following:

34001 ___ Each syllable must contain a vowel sound.

34002 ___ Suffixes and prefixes are usually separate syllables.

34003 ___ Usually divide between two root words (store/room).

34004 ___ Consonant blends are not divided (bl, spr).

34005 ___ If a word ends in le, the consonant just before usually begins the last syllable (syl/la/ble, ap/ple).

34006 ___ The letters x and ck go with the preceding vowel and end the syllable (tax/a/tion, pick/le, mack/er/el).

34007 ___ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (put/ting).

34008 ___ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (a/way).

34009 ___ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (punishment, achieve, rather).

Accent:

34010 ___ In most two syllable words, the first syllable is accented (let´/ter, vow´/el, pic´/ture).

34011 ___ When a, in, re, ex, de, or be is the first syllable, it is usually unaccented (a/bate´, ex/plain´, de/part´).

34012 ___ When tion is the final syllable, it is usually unaccented (na´/tion, po/si´/tion).

34013 ___ When the last syllable contains the r sound, it is unaccented (cel´/lar).

_____ 360 **Root Word:** A word or part of a word that is used for making other words.

36001 ___ Identifies the root word in words such as teacher, remove, bodily (body).

_____ 380 **Compound Word:** Two or more words combined into one.

38001 ___ Identifies the words in compound words such as baseball, barnyard, inasmuch.

_____ 400 **Contraction:** The shortened form of two words.

40001 ___ Identifies the two words in contractions such as I'm, don't, won't.

_____ 420 **Prefix:** The initial syllable which may change the meaning of the base word.

Identifies the following prefixes in a word:

42001 ___ ab (abnormal)
42002 ___ ad (advance)
42003 ___ ap (approach)
42004 ___ be (befriend)
42005 ___ com (comply)
42006 ___ con (contribute)
42007 ___ de (depart)
42008 ___ dis (dismiss)
42009 ___ em (embrace)
42010 ___ en (enlist)
42011 ___ ex (explain)
42012 ___ im (imbibe)
42013 ___ in (invade)
42014 ___ mis (mistaken)
42015 ___ non (nonsense)
42016 ___ ob (object)
42017 ___ op (oppress)
42018 ___ pre (precede)
42019 ___ pro (promote)
42020 ___ re (reject)
42021 ___ sub (subway)
42022 ___ un (unkind)

_____ 440 **Suffix:** The final syllable which may change the part of speech of the base word.

Identifies the following suffixes in a word:

44001 ___ an (American)
44002 ___ ance (assistance)
44003 ___ ble, able (comfortable)
44004 ___ dom (kingdom)
44005 ___ en (earthen)
44006 ___ ence (dependence)
44007 ___ est (neatest)
44008 ___ full, ful (forceful)
44009 ___ fy (simplify)
44010 ___ hood (brotherhood)
44011 ___ ial, al (musical)
44012 ___ ic (tragic)
44013 ___ ical (methodical)
44014 ___ ise, ize (colonize)
44015 ___ ish (foolish)
44016 ___ less (hopeless)
44017 ___ ly, y (quickly)
44018 ___ ment (movement)
44019 ___ ness (sickness)
44020 ___ or, er (teacher)
44021 ___ tion (temptation)
44022 ___ ty (entity)
44023 ___ ward (backward)

COMPREHENSION

LITERAL:

_____ 460 **Main Idea:** Most important thought in one or more sentences or paragraphs.

46001 ___ Identifies the words that express the main idea.

46002 ___ Identifies the sentence that expresses the main idea in a paragraph.

_____ 480 **Related Detail:** The small parts or items that relate to or support the main idea.

48001 ___ Draws pictures of details.

48002 ___ Recalls items in a paragraph related to the main idea.

_____ 500 **Classification:** Arrangement of words or sentences in groups according to specific topic.

50001 ___ Identifies like/unlike (symbols, pictures).

50002 ___ Identifies words/ideas under a topic.

50003 ___ Identifies words under major categories.

_____ 520 **Sequence:** Related ideas or sentences which follow one another in specific order.

52001 ___ Rearranges related pictures.

52002 ___ Rearranges related words to make a sentence.

52003 ___ Rearranges sentences to make a paragraph.

52004 ___ Rearranges sentences to make a story.

52005 ___ Identifies relevant ideas in sequence.

_____ 540 **Conclusions:** Logical ending of a complete thought.

54001 ___ Completes exercises in Cloze procedure. (Fills in the obvious conclusion, e.g. The _____ lost his dog.)

54002 ___ Identifies the words that summarize or conclude.

54003 ___ Lists only statements related to conclusion of topic.

_____ 560 **Following Directions:** The performance of a task as heard or read.

Demonstrates performance in the following:

56001 ___ Directions by a single word or sentence orally.

56002 ___ Directions by a series of tasks given orally.

56003 ___ Reads one direction, then performs the task.

56004 ___ Reads multiple directions and performs the tasks.

56005 ___ Follows instructions related to "how to."

INFERENTIAL:

_____ 580 **Main Idea:** No specific words for implied meaning.

58001 ___ Uses key words as clues.

58002 ___ Chooses an appropriate title.

58003 ___ Identifies sentences implying a main idea.

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COMPREHENSION (cont.)

______ 600 **Related Detail:** Words suggesting details.

60001 ___ Chooses subtitles.

60002 ___ Explains meaning of a paragraph.

60003 ___ Explains relation or word-analogies (pen-pencil, boat-car grape-raisin).

______ 620 **Cause/Effect:** Interpretation of an action and the result.

62001 ___ States cause, explains the effect implied.

62002 ___ Explains or interprets implied cause of an action after reading.

______ 640 **Generalizations:** Interpretation without giving details.

64001 ___ Uses outline format/notes.

64002 ___ Writes abstract of material read.

64003 ___ Reasons, finds support for a generalization or experiment to see if it applies.

______ 660 **Figurative Language:** Words that form a meaning in the mind other than the literal meaning of its component words.

66001 ___ Tells in own words meaning of expressions such as a "blanket of fog," "screaming headlines."

66002 ___ Identifies figurative phrases in selected sentences and/or poems.

66003 ___ Interprets similes and metaphors. ("The kitten is as white as snow." "You are a doll.")

______ 680 **Summarizing:** Condensing details, based upon all the facts.

68001 ___ Relates details of a paragraph stated in a minimum of words.

68002 ___ Gathers materials from various sources for a report.

______ 700 **Punctuation:** Symbol clues in written form that clarify meaning and separate structural units through pause, stress, inflection or intonation.

Demonstrates understanding regarding use of:

70001 ___ Question mark (?)
70002 ___ Exclamation mark (!)
70003 ___ Period (.)
70004 ___ Comma (,)
___ Semicolon (;)
___ Colon (:)
70005 ___ Quotation marks (" ")
70006 ___ Parenthesis ( )
70007 ___ Italics (*Italics*)
70008 ___ Apostrophe (')

______ 720 **Critical Reading:** Evaluation of truth, logic, reliability and accuracy in what is written.

72001 ___ Classifies as fact/fiction, whether or not event could happen.

72002 ___ Analyzes sentence sequences for logic.

72003 ___ Evaluates for propaganda: false analogies, stereotyping, false generalizations, appeal to authority, loaded words.

______ 740 **Predict Outcomes:** Making plans in terms of expected outcomes.

74001 ___ Identifies nonsense.

74002 ___ Compares/contrasts to clarify.

74003 ___ Identifies relevant/irrelevant facts.

74004 ___ Determines best source of information.

74005 ___ Compares author's purpose with his/her own.

74006 ___ Uses scientific methods in study skills.

VOCABULARY:

______ 760 **Sight Words:** Words that are instantly recognized and understood.

76001 ___ Uses the school system or commercial list.

______ 780 **Multiple Meanings:** Words spelled the same but having different meanings according to usage (heteronyms).

78001 ___ Uses words that serve as a different part of speech in a sentence but sound and look the same (orange). ("This orange is good." "Orange is a pretty color.")

78002 ___ Uses words that sound and look the same, but must be used in a sentence to identify meaning. (tape used in a recorder, vs. tape used to repair items.)

78003 ___ Uses words that change with accent. ("I ob'ject" to that!" "Place the ob"ject on the table.")

78004 ___ Uses prefixes and suffixes to change word meanings. (Semi-liquid, semi-annual.)

______ 800 **Time/Identity Signal Words:** Interpretation of certain words or phrases which identify or answer questions.

80001 ___ Determines meaning of pronoun referents (they, it, etc.).

80002 ___ Identifies (1) who, (2) what, (3) when, (4) where, (5) how.

82003 ___ Identifies antonyms, word opposites (in-out, up-down).

______ 820 **Word Meanings:** Verbal expression of associated concept.

82001 ___ Identifies synonyms (speak-talk, correct-right).

82002 ___ Identifies homonyms (see-sea, cent-sent-scent).

82003 ___ Identifies antonyms, word opposites (in-out, up-down).

82004 ___ Identifies abstract word meanings. ("Our trip took 5 hours and 40 minutes." "Our trip took about 6 hours.")

82005 ___ Uses technical vocabulary of content areas.

______ 840 **Context:** Utilizing order of symbols and/or surrounding words as a clue to meaning.

84001 ___ Uses new word definition.

84002 ___ Uses synonym or new word.

84003 ___ Uses comparison/contrast with new word.

84004 ___ Uses comparison/contrast in a paragraph.

84005 ___ Uses comparison/contrast in a paragraph.

84006 ___ Uses comparison/contrast in longer discourse.

STUDY SKILLS

READING IN THE CONTENT AREA:

______ 860 **Appropriate Reading Speed:** Survey to determine necessary reading speed (w.p.m. = words per minute depending upon the purpose.

86001 ___ Studies carefully complex material (100-300 w.p.m.).

86002 ___ Reads easier material for pleasure (over 300 w.p.m.).

86003 ___ Skims for key words, specific concept, main idea (over 700 w.p.m.).

86004 ___ Scans for detail, general content. Verifies facts without reading all the text (700 w.p.m. + practice increasing speed.).

______ 880 **Follow Directions:** The performance of a task read.

88001 ___ Uses technical vocabulary of a subject area, following printed directions.

88002 ___ Follows multiple sequential directions.

______ 900 **Chart/Graph/Map Reading:** Analysis of symbols and translation into a meaning.

Constructs or utilizes the following:

90001 ___ Chemical elements (organic/inorganic)
90002 ___ Mathematical progressions
90003 ___ Flow charts for planning
90004 ___ Diagrams/timelines
90005 ___ Schedules (air, railroad, bus)
90006 ___ Road maps
90007 ___ Projections
90008 ___ Topical/geographic maps

______ 920 **Locational Skills:** Appropriate use of resource materials.

92001 ___ Uses dictionary/encyclopedia
  1. Alphabetical order-1st letters, 1st two letters.
  2. Word groups—first half A-L, second half M-Z
  3. Guide words
  4. Entry words—Phonetic keys
  5. Index, glossary, table of contents

92002 ___ Uses telephone directory

92003 ___ Uses newspapers

92004 ___ Uses library references
  1. Reader's Guide
  2. Atlas
  3. Dewey Decimal System
  4. Resource files

______ 940 **Organizing:** Arrangement of details in logical order.

94001 ___ Takes notes (record source by author, title, page).

94002 ___ Uses outline format.

94003 ___ Records bibliography.

94004 ___ Uses study method such as "Survey-Question-Read-Recite-Review." (SQRRR)

94005 ___ Summarizes

94006 ___ Uses footnotes.

94007 ___ Uses cross-references.

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SKILLS LOGSHEET FOR MIGRANT STUDENTS: MATH

STUDENT NAME ______________________ PARISH ID __________ STUDENT # ______________________

GRADE __________ SCHOOL ______________________ TEACHER ______________________

INSTRUCTIONS:

READINESS

RECOGNITION OF PROPERTIES

001 Color as a Property

______ 00101A The word "color"
______ 00101B Objects differentiated by color

004 Shape as a Property

______ 04001A The word "shape"
______ 00401B Objects differentiated by shape

007 Dimension as a Property

______ 00701A A description of dimensionality
______ 00701B Objects differentiated by 2-D vs. 3-D

DIVISIONS WITHIN PROPERTIES

010 Primary Colors

______ 01001A Name of a primary color (red, blue, yellow)
______ 01001B An object having a particular primary color

013 2-D Shapes

______ 01301A Name of a 2-D shape (circle, square, rectangle, triangle)
______ 01301B Objects having a particular 2-D shape

016 3-D Shapes

______ 01601A Name of a 3-D shape (sphere, cube, cone)
______ 01601B Objects having a particular 3-D shape

019 Line Segments Forming Shapes

______ 01901A A 2-D shape
______ 01901B A given number of line segments

022 Angle Magnitude

______ 02201A A number of angles formed with a single pair of equal line segments.
______ 02201B A number of angles formed with a single pair of unequal line segments.

025 Real - World Shapes

______ 02501A Real-world shapes
______ 02501B Symbolic geometric shapes

028 Simple Spatial Relations

______ 02801A Name of a spatial relation (right-left / above-below / in-out / beside / in front-behind)

COMPARISONS WITHIN PROPERTIES

______ 02801B Objects having a given spatial relation (right-left, above-below, in-out, beside, in front-behind)

031 Simple Temporal Relations

______ 03101A Name of a temporal relation (before, during, after)
______ 03101B An example of a temporal relation

034 Size Relations

______ 03401A Name of a size (area) relation (small-large, smaller-larger, smallest-largest)
______ 03401B Objects having size (area) differences

037 Weight Relations

______ 03701A Name of a weight relation (light-heavy, lighter-heavier, lightest-heaviest)
______ 03701B Objects having weight differences

040 Length Relations

______ 04001A Name of a length relation (short-long, shorter-longer, shortest-longest)
______ 04001B Objects having length differences.

043 Volume Relations

______ 04301A Name of a volume relation (more-less, more full-less full, most full-least full)
______ 04301B Differing volumes

046 Simple Ordinal Relations

______ 04601A Name of an order relationship (first, last, between)
______ 04601B Objects occupying a given relative position

PARTITIONING (GROUPING)

049 By Color

______ 04901A Objects grouped by color
______ 04901B Name of one of the colors used in grouping objects

052 By 2-D Shape

______ 05201A Objects grouped by (2-D) shape (triangle, square, circle, rectangle)
______ 05201B Name of one of shapes used in grouping objects

055 By 3-D Shape

______ 05501A Objects grouped by (3-D) shape (cone, cube, tetrahedron, cylinder)
______ 05501B Name of one of the (3-D) shapes used in grouping objects.

ORDERING

058 By Size (Area)

______ 05801A Objects ordered by size (area)
______ 05801B That size (area) was used to order objects

061 By Weight

______ 06101A Objects ordered by weight
______ 06101B That weight was used to order objects

064 By Length

______ 06401A Objects ordered by length
______ 06401B That length was used to order objects

067 By Volume

______ 06701A Objects ordered by volume
______ 06701B That volume was used to order objects

NUMBER MEANING

BASIC

070 Numeral and Associated Word Names

______ 07001A The numerals 0 - 9
______ 07001B Word names "zero" ... "nine"
______ 07002A The numerals 10, 20, 30 ... 100
______ 07002B Word names "ten," "twenty" ... "one hundred"

073 Signs (<, >, =) and Associated Word Names

______ 07301 A collection of pairs of whole numbers
______ 07301A The symbols "=," "<," ">"
______ 07301B Word names "equal to," "less than," and "greater than"

076 Ordination

______ 07601A A row of ten objects
______ 07601B The name of an ordinal position (first, second ... tenth)

079 Counting

______ 07901A Arrays of the numerals 1-10
______ 07901B Arrays of the numerals 1-100
______ 07901C Arrays of the numerals 1-100,000

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WHOLE NUMBERS

BASIC CHARACTERISTICS

082 Place Value

______ 08201 A single digit numeral (0 - 9)
______ 08202A A two digit numeral (10 - 99)
______ 08202B A place value name (ones, tens) and a two digit numeral
______ 08203A A three digit numeral (100 - 999)
______ 08203B A place value name (ones, tens, hundreds) and a three digit numeral
______ 08204A A four digit numeral (1,000 - 9,999)
______ 08204B A place value name (ones, tens, hundreds, or thousands) and a four digit numeral
______ 08205A A five (or more) digit numeral (10,000 - . . .)
______ 08205B Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

085 Expanded Notation

______ 08501A A two digit numeral — (using word names)
______ 08501B A two digit numeral — (using numerals)
______ 08501C An expanded notation form (using word names) of a two digit numeral
______ 08502A A three digit numeral — (using word names)
______ 08502B A three digit numeral — (using numerals)
______ 08502C An expanded notation form (using word names) of a three digit numeral
______ 08503A A number greater than 1,000 — (using word names)
______ 08503B A number greater than 1,000 — (using numerals)
______ 08503C An expanded notation form (using word names) of a number greater than 1,000

088 Number Line

______ 08801 A number line representation of the whole numbers 1 through 10, with numbers missing
______ 08802 A number line
______ 08803 Several positive and negative numbers and zero on a number line
______ 08804A Unlabeled point in a sequence of labeled points on a rational number line
______ 08804B The name of a rational number and a rational number line
______ 08805 A positive or negative whole number (-15 to + 18)

091 Even/Odd Numbers

______ 09101A A collection of numbers (between 1 and 1000)
______ 09101B The names "even" and "odd" and a group of numbers

094 Composite/Prime Numbers

______ 09401A A definition of prime numbers
______ 09401B A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs ("+")

______ 09701A An example of an addition problem
______ 09701B The names of terms used in addition (sum, addend)
______ 09701C The operation sign for addition

100 Associative, Commutative Relations

______ 10001 An example of an associative relation
______ 10002 An example of a commutative relation

103 Estimation of Column Addition

______ 10301 An addition sentence with four or more addends and a missing sum
______ 10302 An addition sentence with four or more addends and an estimated sum

106 Expanded Notation Form

______ 10601A An addition sentence (involving no regrouping)
______ 10601B An addition sentence (involving no regrouping) in expanded notation form
______ 10602A An addition sentence (involving regrouping) —solution
______ 10602B An addition sentence (involving regrouping) —number sentence

109 Using Word Names

______ 10901A An addition number sentence using word names
______ 10901B A number sentence using numerals

112 Vertical Form Addition

______ 11201A An addition problem in vertical form
______ 11201B An addition number sentence in horizontal form

115 On a Number Line

______ 11501A A number line representation of an addition number sentence
______ 11501B An addition number sentence—identifies number line expression

118 Basic Addition Facts

______ 11801 1 digit + 1 digit = sum less than 10
______ 11802 1 digit + 1 digit = sum greater than or equal to 10

121 Two addends, No Regrouping

______ 12101 2 digits + 1 digit
______ 12102 2 digits + 2 digits
______ 12103 2 digit multiple of 10 + 2 digit multiple of 10
______ 12104 3 digits + 3 digits

124 Two Addends, Regrouping

______ 12401 2 digits + 1 digit
______ 12402 2 digits + 2 digits
______ 12403 2 digit multiple of 10 + 2 digit multiple of 10
______ 12404 3 digits (with 0 in tens place) + 2 digits
______ 12405 3 digits + 3 digits

127 Multiple Addends, Regrouping

______ 12701 4 addends: Each addend is a multiple of 10 less than 100
______ 12702 4 addends: Each addend is a multiple of 100
______ 12703 4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

______ 13001A The operation sign for subtraction
______ 13001B The names "minus" and "difference"

133 Vertical Form

______ 13301A A subtraction problem in vertical form
______ 13301B A subtraction number sentence in horizontal form

137 As Inverse Addition

______ 13701 An open number addition sentence with missing addend

141 Expanded Notation Solution — No Regrouping

______ 14101A A subtraction number sentence
______ 14101B A subtraction number sentence in expanded notation form

144 Expanded Notation Solution — Regrouping

______ 14401A A subtraction number sentence
______ 14401B An expanded notation solution to a subtraction problem

147 Number Line Subtraction

______ 14701A A number line representation of a subtraction number sentence
______ 14701B A subtraction number sentence—identifies number line expression

150 Using Word Names

______ 15001A A subtraction number sentence using word names
______ 15001B A subtraction number sentence using numerals

153 Computation Involving No Regrouping

______ 15301 1 digit — 1 digit
______ 15302 2 digits — 1 digit
______ 15303 2 digits — 2 digits
______ 15304 3 digits — 3 digits
______ 15305 3 digits — 3 digits (with 0 in tens place)
______ 15306 4 digits — 3 digits

156 Computation Involving Regrouping

______ 15601 2 digits — 2 digits
______ 15602 3 digits — 3 digits
______ 15603 3 digits — 3 digits (two regroupings)
______ 15604 3 digits (with 1 in tens place) — 3 digits (two regroupings)
______ 15605 3 digits (with 0 in tens place) — 3 digits (two regroupings)
______ 15606 4 digits — 3 digits (two regroupings)
______ 15607 4 digits (with 0 in tens and hundreds place) — 3 digits (repeated regrouping)
______ 15608 6 digits or less — 6 digits or less (repeated regrouping)

MULTIPLICATION

159 Terms and Signs

______ 15901A An example of a multiplication problem
______ 15901B The names and terms used in multiplication
______ 15901C The symbols for multiplication

162 Vertical Form

______ 16201 A multiplication problem in vertical form

165 Represented as Physical Models

______ 16501A An array of objects or dots
______ 16501B A multiplication sentence involving whole numbers

92

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WHOLE NUMBERS

MULTIPLICATION (cont.)

168 Incomplete Multiplication Sentences

______ 16801A A multiplication sentence with a missing term or operation symbol
______ 16801B A multiplication sentence involving whole numbers with the product missing

171 Repeated Addition Sentence

______ 17101A A multiplication problem involving two factors
______ 17101B A repeated addition problem with identical addends

174 On a Number Line

______ 17401A A number line representation of a product
______ 17401B A multiplication sentence

177 Distributive, Associative Commutative Relations

______ 17701 An example of the distributive property
______ 17702 An example of the associative property of multiplication
______ 17703 An example of the commutative property of multiplication

180 Basic Facts

______ 18001 1 digit (0 - 9) × 1 digit (0 - 9)

183 Involving No Regrouping

______ 18301 2 digits × 1 digit
______ 18302 2 digits (multiple of ten) × 1 digit
______ 18303 3 digits × 1 digit
______ 18304 3 digits (zero in ones place) × 1 digit
______ 18305 3 digits (multiple of 100) × 1 digit
______ 18306 2 digits × 2 digits
______ 18307 3 digits × 2 digits
______ 18308 3 digits (zero in tens place) × 2 digits
______ 18309 3 digits × 3 digits
______ 18310 3 digits (zero in tens place) × 3 digits
______ 18311 3 digits (multiple of 100) × 3 digits

186 Involving Regrouping

______ 18601 2 digits × 1 digit
______ 18602 3 digits (zero in tens place) × 1 digit
______ 18603 2 digits × 2 digits
______ 18604 3 digits × 2 digits
______ 18605 3 digits (zero in tens place) × 2 digits
______ 18606 3 digits × 3 digits
______ 18607 3 digits (zero in tens place) × 3 digits

DIVISION

189 Terms and Signs

______ 18901A An example of a division problem
______ 18901B The names of terms used in division
______ 18901C The symbols for division

192 As Repeated Subtraction

______ 19201 A repeated subtraction problem

194 As An Equivalent Multiplication Sentence

______ 19401A A division fact or sentence
______ 19401B A multiplication fact or sentence

196 On a Number Line

______ 19601A A number line representation of a division fact
______ 19601B A division fact

198 As An Incomplete Division Sentence

______ 19801 An open division sentence

201 As Multiples of 10

______ 20101 A division problem

204 Single Digit Divisor and Dividend, Remainder = 0

______ 20401 1 digit ÷ 1 digit

207 Single Digit Divisor and Dividend, Remainder > 0

______ 20701 1 digit ÷ 1 digit

210 Multiple Digit Divisor or Dividend, Remainder = 0

______ 21001 2 digits ÷ 1 digit
______ 21002 2 digits ÷ 2 digits
______ 21003 2 digits (multiple of 10) ÷ 2 digits (multiple of 10)
______ 21004 3 digits ÷ 2 digits
______ 21005 More than 3 digits ÷ 3 digits

213 Multiple Digit Divisor or Dividend, Remainder > 0

______ 21301 2 digits ÷ 1 digit
______ 21302 2 digits ÷ 2 digits
______ 21303 3 digits ÷ 2 digits
______ 21304 More than 3 digits ÷ 3 digits
______ 21305 More than 3 digits (zero tens or hundreds) ÷ 3 digits

APPLICATIONS

216 Addition Word Problems

______ 21601A A word problem involving the addition of whole numbers — procedure
______ 21601B A word problem involving the addition of whole numbers — number sentence
______ 21601C A word problem involving the addition of whole numbers — answer

219 Subtraction Word Problems

______ 21901A A word problem involving the subtraction of whole numbers — procedure
______ 21901B A word problem involving the subtraction of whole numbers — number sentence
______ 21901C A word problem involving the subtraction of whole numbers — answer

222 Multiplication Word Problems

______ 22201A A word problem involving the multiplication of whole numbers — procedure
______ 22201B A word problem involving the multiplication of whole numbers — number sentence
______ 22201C A word problem involving the multiplication of whole numbers — answer

225 Division Word Problems

______ 22501A A word problem involving the division of whole numbers — procedure
______ 22501B A word problem involving the division of whole numbers — number sentence
______ 22501C A word problem involving the division of whole numbers — answer

228 Addition Using Devices

______ 22801 A number greater than 1,000

231 Addition as Patterns

______ 23101A An incomplete pattern of whole numbers generated by an operation of addition or subtraction
______ 23101B A complete pattern of whole numbers generated by an operation of addition or subtraction
______ 23102 Two whole numbers
______ 23103 An incomplete Pascal's triangle

234 Mixed Operation (+, −, ×, ÷) Word Problems

______ 23401A A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — procedure
______ 23401B A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — number sentence
______ 23401C A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — answer

237 Unfinished Numbers

______ 23701 A 2-digit number with the ones' place blank — divisible by 3
______ 23702 A 3-digit number with the ones place blank — divisible by 4
______ 23703 A 2-digit number with the ones place blank — divisible by 6
______ 23704 A 3-digit number with the ones place blank — divisible by 9
______ 23705 A whole number — divided evenly

FRACTIONS

BASIC CHARACTERISTICS

243 Terms

______ 24301A The terms "numerator" and "denominator"
______ 24301B A fraction — names parts

246 Congruency of Shapes

______ 24601 Shapes divided into congruent parts and divided into non-congruent parts

249 Physical Representations

______ 24901 Objects or shapes divided into two, three or four congruent parts
______ 24902 An object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified
______ 24903 A fraction (½, ⅓, ¼)
______ 24904 A shape or object divided into two, three or four congruent parts
______ 24905 A fraction — Identifies parts
______ 24906 A number line marked by a sequence of fractions (with one missing) with the same denominator

252 Identification of Mixed vs. Improper Fractions

______ 25201 Figures representing an improper fraction

255 Physical Representations of Mixed Number Fractions

______ 25501 Areas representing fractions in mixed numeral form (wholes and fractional parts)

256 Ordering Fractions

______ 25601 A collection of fractions with like denominators
______ 25602 A collection of fractions with units as numerators and unlike denominators
______ 25603 A collection of fractions with numerators greater than one and unlike denominators

EQUIVALENT FRACTIONS

281 Prime Factoring

______ 28101A A composite number
______ 28101B A prime factorization

284 Simplifying Fractions

______ 28401A A proper (reduced) fraction
______ 28401B A proper (nonreduced) fraction
______ 28402A An improper (reduced) fraction
______ 28402B An improper (nonreduced) fraction
______ 28403A A mixed (reduced) fraction
______ 28403B A mixed (nonreduced) fraction

LCM AND GCF

287 Least Common Multiple (LCM)

______ 28701A Two whole numbers less than 10 such that LCM is either of the numbers
______ 28701B Three or more whole numbers such that LCM is any of the numbers

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FRACTIONS

LCM AND GCF (cont.)

270 Greatest Common Factor (GCF)

______ 27001 Two whole numbers such that the GCF is equal to one of the numbers
______ 27002 Two whole numbers such that the GCF is not either of the numbers
______ 27003 Two prime numbers
______ 27004 Three or more whole numbers

ADDITION

273 Number Line Representation

______ 27301 A number line representation of addition of fractions with like denominators — number sentence
______ 27302 A number line representation of addition of fractions with like denominators — sum (in simplest terms)

276 Like Denominators

______ 27601 Each addend is proper, the denominators are equal, and each numerator equals 1
______ 27602 Each addend is proper, the denominators are equal, and each numerator is greater than 1
______ 27603 One addend is proper, one is improper, and the denominators are equal
______ 27604 One addend is proper, one is mixed, and the denominators are equal
______ 27605 Both addends are improper and the denominators are equal
______ 27606 Both addends are mixed, the denominators are equal, and each numerator is 1
______ 27607 Both addends are mixed, the denominators are equal, and each numerator is greater than 1

279 Unlike Denominators LCD Is One Denominator

______ 27901 Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is one of the denominators
______ 27902 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is one of the denominators
______ 27903 One addend is proper, one is improper, the denominators are unequal, and LCD is one of the denominators
______ 27904 One addend is proper, one is mixed, the denominators are unequal, and LCD is one of the denominators
______ 27905 Both addends are improper, the denominators are unequal, and LCD is one of the denominators
______ 27906 One addend is improper, one is mixed, the denominators are unequal, and LCD is one of the denominators
______ 27907 Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is one of the denominators
______ 27908 Both addends are mixed, the denominators are unequal, each numerator is greater that 1, and LCD is one of the denominators

282 Unlike Denominators LCD Is Neither Denominator

______ 28201 Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is neither of the denominators
______ 28202 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators
______ 28203 One addend is proper, one is improper, the denominators are unequal, and LCD is neither of the denominators
______ 28204 One addend is proper, one is mixed, the denominators are unequal, and LCD is neither of the denominators
______ 28205 Both addends are improper, the denominators are unequal, and LCD is neither of the denominators
______ 28206 One addend is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators
______ 28207 Both addends are mixed, the denominators are unequal, each numerator is 1, and and LCD is neither of the denominators
______ 28208 Both addends are mixed, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

SUBTRACTION

285 Number Line Representation

______ 28501 A number line representation of the subtraction of like fractions — number sentence
______ 28502 A number line representation of the subtraction of like fractions — difference

288 Like Denominators

______ 28801 Both fractions are proper, and the denominators are equal
______ 28802 The first fraction is improper, the second is proper, and the denominators are equal.
______ 28803 The first fraction is mixed, the second is proper, and the denominators are equal (no borrowing)
______ 28804 Both fractions are improper and the denominators are equal
______ 28805 One fraction is improper, one is mixed, and the denominators are equal
______ 28806 Both fractions are mixed and the denominators are equal

291 Unlike Denominators LCD Is One Denominator

______ 29101 Both fractions are proper, and the denominators are unequal, and LCD is one of the denominators
______ 29102 The first fraction is improper, the second is proper, the denominators are unequal and LCD is one of the denominators
______ 29103 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (no borrowing)
______ 29104 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (borrowing)
______ 29105 Both fractions are improper, the denominators are unequal, and LCD is one of of the denominators
______ 29106 The first fraction is mixed, the second is improper, the denominators are unequal, and LCD is one of the denominators
______ 29107 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (no borrowing)
______ 29108 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (borrowing)

294 Unlike Denominators LCD Is Neither Denominator

______ 29401 Both fractions are proper, the denominators are unequal, and LCD is neither of the denominators
______ 29402 The first fraction is improper, the second is proper, the denominators are unequal, and LCD is neither of the denominators
______ 29403 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is neither of the denominators (no borrowing)
______ 29404 The first fraction is mixed, the second is proper, the denominators are unequal and LCD is neither of the denominators (borrowing)
______ 29405 Both fractions are improper, the denominators are unequal, and LCD is neither of the denominators
______ 29406 One fraction is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators
______ 29407 Both fractions are mixed, the denominators are unequal, and LCD is neither of the the denominators (no borrowing)
______ 29408 Both fractions are mixed, the denominators are unequal, and LCD is neither of the denominators (borrowing)

MULTIPLICATION

297 Terms and Signs

______ 29701A A multiplication sentence using the symbol " x "
______ 29701B A multiplication sentence using the symbol "of"

300 Area Representations of Multiplication of Fractions

______ 30001A A multiplication sentence involving unit fractions
______ 30001B A multiplication sentence using the term "of"
______ 30002 An area representation of a whole number multiplied by a unit fraction
______ 30003 A multiplication sentence involving a whole number and a unit fraction

303 Number Line Representations of Multiplication of Fractions

______ 30301A A number line representation of a whole number multiplied by a unit fraction
______ 30301B A multiplication sentence involving a whole number and a unit fraction

306 Reciprocals

______ 30601 A proper fraction
______ 30602 An improper fraction
______ 30603 A mixed number

309 Proper × Proper

______ 30901 Both fractions are proper, denominators are less than 10 — no cancellation possible
______ 30902 Three fractions, all proper — no cancellation possible
______ 30903 Both fractions are proper — cancellation possible
______ 30904 All three are proper fractions — cancellation possible

312 Whole Number × Fraction

______ 31201 One is whole number, the other is proper fraction — no cancellation possible

315 Mixed Number × Fraction

______ 31501 One is mixed number, the other is proper fraction — no cancellation possible
______ 31502 Three numbers (any combination of proper or improper fractions, mixed numbers, or whole numbers) — no cancellation possible
______ 31503 Three numbers (any combination of proper or improper fractions, whole numbers, or mixed numbers) — cancellation possible

DIVISION

318 Proper ÷ Proper

______ 31801 Proper fractions having like denominators
______ 31802 Proper fractions having unlike denominators — no cancellation possible
______ 31803 The fractions are proper or improper — cancellation possible

321 Proper and Mixed

______ 32101 First is mixed, second proper
______ 32102 First is proper, second is mixed

324 Proper and Whole Numbers

______ 32401 First is whole, second is proper
______ 32402 First is proper, second is whole

327 Mixed and Mixed

______ 32701 Both fractions are mixed

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FRACTIONS

APPLICATIONS

330 Addition Word Problems

____ 33001A A word problem involving the addition of fractions — procedure
____ 33001B A word problem involving the addition of fractions — number sentence
____ 33001C A word problem involving the addition of fractions — answer

333 Subtraction Word Problems

____ 33301A A word problem involving the subtraction of fractions — procedure
____ 33301B A word problem involving the subtraction of fractions — number sentence
____ 33301C A word problem involving the subtraction of fractions — answer

336 Multiplication Word Problems

____ 33601A A word problem involving the multiplication of fractions — procedure
____ 33601B A word problem involving the multiplication of fractions — number sentence
____ 33601C A word problem involving the multiplication of fractions — answer

339 Division Word Problems

____ 33901A A word problem involving the division of fractions — procedure
____ 33901B A word problem involving the division of fractions — number sentence
____ 33901C A word problem involving the division of fractions — answer

342 Mixed Operations Word Problems

____ 34201A A word problem involving mixed operations (+, −, ×, ÷) with fractions — procedure
____ 34201B A word problem involving mixed operations (+, −, ×, ÷) with fractions — number sentence
34
____ 34201C A word problem involving mixed operations (+, −, ×, ÷) with fractions — answer

BASIC CHARACTERISTICS

351 Place Value to 100,000th

____ 35101 A single digit decimal numeral (.1-.9)
____ 35102A A two digit decimal numeral (.01-.99)
____ 35102B A place value name (tenths, hundredths) and a two digit decimal numeral (.01-.99)
____ 35103A A three digit decimal numeral (.09-.99)
____ 35103B A place value name (tenths, hundredths, thousandths) and a three digit decimal numeral (.001 - .999)
____ 35104A A four digit decimal numeral (.0001-.9999)
____ 35104B A place value name (tenths, hundredths, thousandths, ten-thousandths) and a four digit decimal numeral (.0001-.9999)
____ 35105A A decimal numeral with five or more places to the right of the decimal
____ 35105B A place value name (tenths, hundredths,...) and a decimal numeral with five or more places to the right of the decimal
____ 35106 A decimal number of no more than six places to the right of the decimal

354 Rounding

____ 35401 A decimal fraction

CONVERSIONS

357 Equivalent Decimals

____ 35701 A decimal fraction

360 Fractions to Decimals

____ 36001 A mixed numeral (fraction form) where the denominator is 10
____ 36002 A fraction whose denominator is 100
____ 36003 A fraction whose denominator is a factor of 100
____ 36004 A fraction whose denominator is a factor of 10, 100, 1,000
____ 36005 A fraction whose denominator is not a factor of 10, 100, 1,000,...
____ 36006 A mixed numeral (fraction form) where the denominator is a factor of 10, 100, 1,000 . . .

363 Decimals to Fractions

____ 36301 A one-place decimal fraction
____ 36302 A two-place decimal fraction
____ 36303 A mixed decimal fraction

366 Repeating Decimals to Fractions

____ 36601 A repeating decimal fraction (.3 or .6)
____ 36602 A mixed repeating decimal fraction

ADDITION

369 Even, No Regrouping

____ 36901 Both addends are in tenths
____ 36902 Both addends are in units and tenths

372 Uneven, No Regrouping

____ 37201 One addend is in hundredths, one addend is in tenths

DECIMALS

375 Even, Regrouping

____ 37501 Both addends are in hundredths
____ 37502 Both addends are in units and tenths

378 Uneven, Regrouping

____ 37801 One addend is in hundredths, one addend is in tenths
____ 37802 One addend is in units and hundredths, one addend is in tenths

SUBTRACTION

381 Even, No Regrouping

____ 38101 Both decimal fractions in tenths
____ 38102 Both decimal fractions in units and tenths
____ 38103 Both decimal fractions in hundredths
____ 38104 Both decimal fractions in units and hundredths

384 Uneven, No Regrouping

____ 38401 One decimal fraction in units and hundredths, one in tenths

387 Even, Regrouping

____ 38701 Both decimal fractions in units and tenths
____ 38702 Both decimal fractions in hundredths
____ 38703 Both decimal fractions in thousandths
____ 38704 Both decimal fractions in thousandths, "0" in hundredths place of minuend

390 Uneven, Regrouping

____ 39001 One decimal fraction in units and hundredths, one in tenths

MULTIPLICATION

393 Even

____ 39301 Both decimal fractions in tenths
____ 39302 One decimal fraction in units and tenths, one in tenths

396 Uneven

____ 39601 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in tenths
____ 39602 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in hundredths with "0" in tenths
____ 39603 Both decimal fractions in units and hundredths
____ 39604 One decimal fraction in thousandths, one in powers of 10

DIVISION

399 Remainder = 0

____ 39901 Both decimal fractions in tenths—no remainder
____ 39902 First decimal in tenths, second is whole—no remainder
____ 39903 First decimal in hundredths, second in tenths—no remainder
____ 39904 First decimal in tenths, second in thousandths—no remainder
____ 39905 First decimal in thousandths with zero in tenths and hundredths, second decimal in hundredths with zero in tenths—no remainder

402 Remainder > 0

____ 40201 Both in tenths—remainder
____ 40202 First decimal in hundredths, second in tenths—remainder
____ 40203 First decimal in tenths, second in hundredths—remainder

APPLICATIONS

405 Addition Word Problems

____ 40501A A word problem involving the addition of decimals — procedure
____ 40501B A word problem involving the addition of decimals — number sentence
____ 40501C A word problem involving the addition of decimals — answer

408 Subtraction Word Problems

____ 40801A A word problem involving the subtraction of decimals — procedure
____ 40801B A word problem involving the subtraction of decimals — number sentence
____ 40801C A word problem involving the subtraction of decimals — answer

411 Multiplication Word Problems

____ 41101A A word problem involving the multiplication of decimals — procedure
____ 41101B A word problem involving the multiplication of decimals — number sentence
____ 41101C A word problem involving the multiplication of decimals — answer

414 Division Word Problems

____ 41401A A word problem involving the division of decimals — procedure
____ 41401B A word problem involving the division of decimals — number sentence
____ 41401C A word problem involving the division of decimals — answer

417 Mixed Operations Word Problems

____ 41701A A word problem involving mixed operations (+, −, ×, ÷) of decimals — procedure
____ 41701B A word problem involving mixed operations (+, −, ×, ÷) of decimals — number sentence
____ 41701C A word problem involving mixed operations (+, −, ×, ÷) of decimals — answer

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PERCENT

DEFINITION

420 Terms and Symbols

______ 42001 The symbol "%"

CONVERSIONS

423 Decimal to %

______ 42301 A two-place decimal fraction
______ 42302 A three-place decimal fraction
______ 42303 A decimal fraction in units and tenths

426 % to Decimal

______ 42601 A (whole) percent < 10 %, > 1 %
______ 42602 A (whole) percent < 100 %, > 10%
______ 42603 A (whole) percent <1,000%, > 100%
______ 42604 A percent in decimal fraction form
______ 42605 A percent in mixed fraction form

429 Fraction to %

______ 42901 A unit fraction with a denominator of 2, 4, 5, or 10
______ 42902 A nonunit fraction with denominator a factor of 100
______ 42903 A fraction with denominator a factor of 1,000, 10,000, etc., but not of 100

432 % to Fraction

______ 43201 A percent < 10%, > 1%
______ 43202 A percent < 100%, > 10%
______ 43203 A percent <1,000%, > 100%
______ 43204 A percent in decimal fraction form
______ 43205 A percent in mixed fraction form

CALCULATIONS

435 A % of B = ______

______ 43501 The percent (A) is whole (> 10%, < 100%) and the other factor (B) is whole
______ 43502 The percent (A) is whole (> 1%, < 10%) and the other factor (B) is whole
______ 43503 The percent (A) is whole (> 100%, < 1,000%) and the other factor (B) is whole
______ 43504 The percent (A) is a mixed fraction, the factor (B) is a whole number
______ 43505 The percent (A) is a mixed decimal fraction, the other factor (B) is whole

438 A % of ______ = C

______ 43801 The percent (A) is whole, the product (C) is whole, and the answer is whole
______ 43802 The percent (A) is a mixed decimal fraction, the product (C) is whole, and the answer (B) is whole

441 A % of B = C

______ 44101 The other factor (B) is whole, the product (C) is whole, and the answer (A) is whole (> 100%)
______ 44102 The other factor (B) is a decimal fraction, the product (C) is a decimal fraction, answer (A) is whole (< 100%)

APPLICATIONS

444 Word Problems

______ 44401A A word problem with solution in the form of A % of B = ______
— procedure

______ 44401B A word problem with solution in the form of A % of B = ______
— number sentence

______ 44401C A word problem with solution in the form of A % of B = ______
— answer

______ 44402A A word problem with solution in the form ______ % of B = C
— procedure

______ 44402B A word problem with solution in the form ______ % of B = C
— number sentence

______ 44402C A word problem with solution in the form ______ % of B = C
— answer

______ 44403A A word problem with solution in the form A % of ______ = C
— procedure

______ 44403B A word problem with solution in the form A % of ______ = C
— number sentence

______ 44403C A word problem with solution in the form A % of ______ = C
— answer

MEASUREMENT

LINEAR

447 Error of Measurement

______ 44701 A linear measurement in English or metric units
______ 44702 A measure and the greatest possible error of the measure and the accompanying linear measurement

450 Conversions, English Units

______ 45001A An English unit of linear measurement and a subunit of the unit
______ 45001B An English subunit of linear measurement

453 Measurement, English Units

______ 45301A An English subunit of linear measurement
______ 45301B Several English units of linear measurement and appropriate objects or line segments

456 Conversions, Metric Units

______ 45601 A metric unit of linear measurement (km or m) and a subunit of the unit (m, cm, mm)

459 Measurement, Metric Units

______ 45901A A line segment
______ 45901B Several metric units of linear measurement
______ 45902 A length expressed in metric units and subunits

462 Measuring Perimeter

______ 46201 An English unit of linear measurement and a simple geometric shape
______ 46202 A unit of metric linear measurement and a simple geometric shape

465 Scaling, Maps, and Drawings

______ 46501 A scaled map
______ 46502 A scaled drawing
______ 46503 A scaled drawing of a figure
______ 46504 The dimensions of an object of simple geometric shape to be drawn

468 Computing Perimeter

______ 46801 A simple geometric shape
- Identifies a formula

______ 46802 A simple geometric shape
--Computes perimeter

471 Word Problems (English Units and Subunits)

______ 47101A A word problem involving linear measurement in units and subunits
- Identifies conversions

______ 47101B A word problem involving linear measurements in units and subunits
--Computes sum or difference

474 Word Problems (Metric Units and Subunits)

______ 47401A A word problem involving linear measurements in metric units and subunits
-- Identifies conversions

______ 47401B A word problem involving linear measurements in metric units and subunits
— Computes sum or difference

______ 47402 A problem using applications of area, perimeter, or volume and the following types of measurement in the metric system: linear, square, and cubic

AREA

477 Measuring Area by Tiling Grids, etc.

______ 47701A An arbitrary unit of area measurement
______ 47701B A given number of units of an arbitrary unit of area measurement
______ 47702 A simple geometric figure and an arbitrary unit of area

480 Computing Area of Rectangle

______ 48001 A rectangle
______ 48002 The dimensions of a rectangle
______ 48003 The area and one dimension of a rectangle

483 Computing Area of Parallelogram

______ 48301 A parallelogram
______ 48302 The dimensions of a parallelogram
______ 48303 The area and one dimension of a parallelogram

486 Computing Area of Right Angle

______ 48601 A right triangle
______ 48602 The dimensions of a right triangle
______ 48603 The area and one dimension of a right triangle

489 Computing Area of Non-Right Triangle

______ 48901 A (non-right) triangle
______ 48902 The dimensions of a (non-right) triangle
______ 48903 The area and one dimension of a (non-right) triangle

492 Computing Area of Circle

______ 49201 A circle
______ 49202 The radius or diameter of a circle
______ 49203 The area of a circle

495 Relations between Perimeter and Area

______ 49501 Relations between simple geometric figures with different area and dimensions but a constant perimeter

498 Converting between English Measures of Area

______ 49801 Area expressed in an English unit (sq. ft., sq. yd., sq. in.)

501 Converting between Metric Measures of Area

______ 50101 Area expressed in a metric unit (sq. meter, sq. cm.)

504 Computing Surface Area of a Rectangular Solid

______ 50401 A rectangular solid
______ 50402 The dimension of a rectangular solid

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MEASUREMENT

AREA (cont.)

507 Acre Measure

______ 50701 The English land area unit, acre

510 Word Problem (Computing Area)

______ 51001 A word problem involving the surface area of a simple geometric figure
— Identifies formula

______ 51002 A word problem involving the surface area of a simple geometric figure
— Computes area

VOLUME

513 Measurement of Volume

______ 51301 An arbitrary unit of volume

______ 51302 A given number of units of an arbitrary unit of volume

______ 51303 A rectangular solid

______ 51304 An irregularly shaped solid object

TIME

516 Names of Days and Months

______ 51601 The name of a day of the week

______ 51602 The name of a month of the year

519 Units and Subunits of Clock Time

______ 51901A A unit of time

______ 51901B A number of subunits of time equal to a unit of time

522 Telling Time

______ 52201A A display of clock hands showing an exact hourly time

______ 52201B An exact hour of the day (seven o'clock, etc.)

______ 52202A A display of clock hands showing a time in minutes (2:47, etc.)

______ 52202B A time of day in minutes (9:36, etc.)

______ 52203 A given hour of the day

TEMPERATURE

525 Reading a Temperature Fahrenheit Gauge (F°)

______ 52501A A temperature gauge graduated in degrees Fahrenheit

______ 52501B A given temperature (F°)

528 Reading a Temperature Celsius Gauge (C°)

______ 52801A A temperature gauge graduated in degrees Celsius

______ 52801B A given temperature (C°)

______ 52802A (F° or C°) temperature gauge with a temperature below, at, or above the freezing point of water.

______ 52802B (F° or C°) temperature gauge with a temperature below, at, or above the boiling point of water.

WEIGHT (MASS)

531 Measure Weight

______ 53101 Pan balance, arbitrary units of weight, and an object to be weighed

______ 53102 A spring scale and an object to be weighed

______ 53103 A pan balance, metric weights, and an object to be weighed

______ 53104 A standard metric unit of mass (weight)

CAPACITY

534 Measuring Capacity

______ 53401 The unit of measure "pint"

______ 53402 The unit of measurement "liter"

______ 53403 A given amount of liquid and a graduated cylinder marked in metric units

MONEY

537 Names of U.S. Coins and Their Values

______ 53701A Any one of 5 different U.S. coins

______ 53701B The name of any U.S. coins from a collection of coins of different value

______ 53702A Any U.S. coin

______ 53702B A value in cents (1¢, 5¢, 10¢, 25¢, 50¢)

540 Value of U.S. Bills

______ 54001A A U.S. bill ($1, $5, $10, $20)

______ 54001B A value in dollars corresponding to a U.S. bill (one, five, ten or twenty dollars)

543 Ordering U.S. Coins

______ 54301 Five different U.S. coins

______ 54302 Several collections of money, each of whose value is < $5

546 Converting Between Equivalent Money Values

______ 54601 A collection of money whose value is < $5

______ 54602 Any U.S. coin > 1¢

______ 54603 A combination of U.S. coins equal to 5¢, 10¢, 25¢, or 50¢

549 Value of Collections of U.S. Money

______ 54901A A collection of coins and U.S. bills totaling < $5

______ 54901B A value of money expressed as dollars and cents ($____.__) <$5

552 Addition Problems Involving Money

______ 55201A An addition problem involving money using the word names of the coins and bills
-- Identifies conversions

______ 55201B An addition problem involving money using the word names of the coins and bills
— Computes sum

555 Subtraction Problems Involving Money

______ 55501A A subtraction problem involving money using word names of the coins and bills
— Identifies conversions

______ 55501B A subtraction problem involving money using word names of the coins and bills
— Computes difference

GEOMETRY

BASIC

558 Types of Quadrilaterals

______ 55801A A property distinguishing a quadrilateral from other quadrilaterals

______ 55801B A quadrilateral (rectangle, square, rhombus, parallelogram, trapezoid, isosceles trapezoid)

______ 55801C The name of a particular quadrilateral from the collection above

561 Parallel, Perpendicular, Intersecting Lines

______ 56101A Parallel, perpendicular, or intersecting line segments

______ 56101B The name "parallel," "perpendicular," or "intersecting" and a collection of lines or line segments

564 Exterior/Interior Regions of Closed Curves

______ 56401 A simple closed curve

567 Symmetry of Objects or Figures

______ 56701 A collection of objects or figures some of which are symmetrical

______ 56702 A collection of different objects or figures possessing symmetry

570 Midpoint of a Line

______ 57001 A line segment

573 Points Lying in a Common Plane

______ 57301 A collection of objects or sets of points

576 Intersection of Planes

______ 57601 A display of several intersecting planes

579 Intersection of Lines and Planes

______ 57901 A display of planes and lines

582 Parallel and Non-Parallel Planes

______ 58201 Parallel and non-parallel planes

585 Coordinates and Points

______ 58501A A coordinate grid and a point

______ 58501B A coordinate grid and a pair of coordinates

______ 58502A Coordinates expressed as an ordered pair

______ 58502B A coordinate grid and a point

______ 58503 A map with coordinates

588 Obtuse, Acute, and 90° Angles

______ 58801A An angle

______ 58801B The name "acute," "obtuse," or "right" (90°) angle

______ 58802 An angle

591 Congruency of Angles Formed by Intersecting Lines

______ 59101 Two intersecting line segments

______ 59102 A line intersecting two parallel lines

594 Diameter, Radius, and Chord of a Circle

______ 59401 A circle with center "C."

597 Altitude and Base of a Triangle

______ 59701 A triangle

600 Pythagorean Relationship

______ 60001 A geometric display of the Pythagorean relationship
— Identifies relationship

______ 60002 A geometric display of the Pythagorean relationship
— Identifies formula

PROBABILITY AND STATISTICS

BASIC GRAPHS

603 Tallying

______ 60301A A collection of marks tallied by 2s, 3s, 4s, or 5s

______ 60301B A whole number

606 Bar Graphs

______ 60601A A bar graph representing a set of data

______ 60601B A set of data

609 Data Tables

______ 60901 A set of data in tabular form

612 Line Graphs

______ 61201 A line graph

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SETS

SINGLE SETS

615 Concept of a Set

________ 61501 A collection of similar objects

618 Elements

________ 61801A The words "element of"
________ 61801B The symbol denoting "element of" ($\in$)
________ 61801C A collection of similar and unlike objects

621 Set Notation for Single Sets

________ 62101A A collection of objects
________ 62101B Set notation describing a (small) set

624 Set Cardinality

________ 62401A A finite set of objects
________ 62401B A cardinal number
________ 62402 An infinite collection of entities

627 Empty Set

________ 62701A An empty set
________ 62701B Symbol for an empty (null) set

SUBSETS

630 Concept of a Subset

________ 63001A A set with a specified subset
________ 63001B The name "subset"
________ 63002A A set with a specified subset
________ 63002B The elements contained in a subset

633 Subset Notation

________ 63301 Several subsets of the set of whole numbers

636 Generating Subsets

________ 63601 Given a set with a small cardinal value ($N < 4$)
________ 63602 A set with small cardinal value ($N < 4$)
________ 63603 Notation for the null (empty) set ($\{\ \}, \emptyset$)

639 Multiple Subsets

________ 63901 A number of finite subsets > 2 in set notation (disjoint sets) — union
________ 63902 A number of finite subsets > 2 in set notation (no disjoint sets) — intersection

SET RELATIONS

642 One-To-One

________ 64201A The relation name "one-to-one"
________ 64201B Sets having a one-to-one relation

645 Many-One

________ 64501A The relation name "N-to-one" or "many-one"
________ 64501B Sets having an N-to-one (or many-one) relation

648 One-Many

________ 64801A The relation name "one-many"
________ 64801B Sets having a one-many relation

651 Many-Many

________ 65101A The relation name "many-many"
________ 65101B Sets having a many-many relation

654 Mapping

________ 65401A Mappings of pair of sets
________ 55401B The names of pairs of set

657 Identity

________ 65701 Pairs of sets which are identical and pairs which are non-identical

660 Equivalence

________ 66001 Pairs of sets which are equivalent and pairs which are non-equivalent

SET OPERATIONS

663 Terms and Symbols

________ 66301A The word "union"
________ 66301B The symbol "$\cup$"
________ 66302A The word "intersection"
________ 66302B The symbol "$\cap$"
________ 66303A The name "complement of the set, A"
________ 66303B The symbol "A" or "$\sim A$"

666 Union

________ 66601 Two finite disjoint sets (in set notation)
________ 66602 Two finite (non-disjoint) sets (in set notation)

669 Intersection

________ 66901 Two finite disjoint sets (in set notation)
________ 66902 Two finite (nondisjoint) sets in set notation

672 Complement

________ 67201 A universal set and a set, A, contained in the universal set (in set notation)

675 Commutative Property

________ 67501 $A \cap B = B \cap A$
________ 67502 $A \cup B = B \cup A$

678 Associative Property

________ 67801 $(A \cap B) \cap C = A \cap (B \cap C)$
________ 67802 $(A \cup B) \cup C = A \cup (B \cup C)$

681 Distributive Property

________ 68101 $A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$
________ 68102 $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$

VENN DIAGRAMS

684 Concept and Terms

________ 68401A A Venn diagram of a single set
________ 68401B The name "Venn diagram"
________ 68402 A Venn diagram consisting of a single set with subsets

687 Union

________ 68701A A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Identifies the elements
________ 68701A A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Names the union
________ 68701C A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Set notation

690 Intersection

________ 69001A A Venn diagram of the intersection of two sets with $A \cap B \neq \emptyset$ — Identifies the elements
________ 69001B A Venn diagram of two sets with $A \cap B \neq \emptyset$ — Names the intersection
________ 69001C A Venn diagram of two sets with $A \cap B \neq \emptyset$ — Set notation

693 Multiple Sets

________ 69301A A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Identifies elements in the union
________ 69301B A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Set notation
________ 69302A A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Identifies elements in the intersection
________ 69302B A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Set notation

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ORAL LANGUAGE

NATIONAL MIGRANT EDUCATION PROGRAM / MSRTS SKILLS CHECKLIST

STUDENT NAME ______________________ GRADE ____ STUDENT I.D. ______________________

DISTRICT # ____ SCHOOL ______________________ TEACHER ______________________ DATE ______________ 19____

INSTRUCTIONS:

LISTENING COMPREHENSION

ORAL DIRECTIONS: Performing a task from oral instructions.

Demonstrate performance:

____ 020 Simple: One step.
- ____ Follow a one-step oral instruction. (sit down/stand up)

____ 040 Complex: Two or more steps.
- ____ Follow two or more step oral instruction. (Go to the desk and bring me the pencil.)

RECALL: Accurately remembering and relating what was said.

____ 060 Main Idea: Relate the most important main though or idea.

listen to and relate the main idea of a :
- ____ Sentence
- ____ Paragraph
- ____ Story

____ 080 Sequence: Relate ideas which follow one another in specific order.

Listen to and relate the chronological sequence of events of a:
- ____ Compound sentence
- ____ Paragraph
- ____ Story

____ 100 Relevant Details: Relate expressions to support and develop a main idea.

Listen to and relate details which support and develop the main idea of a :
- ____ Sentence
- ____ Paragraph
- ____ Story

RELATIONSHIPS: Connections among ideas or thoughts.

Listen to and identify relationships:

____ 120 Cause/Effect: A pattern of organization in which one action is the direct result of another action.
- ____ Relate the cause of an event from a sentence or story.

  (Cause) and broke a leg. Since it was cold the boys wore sweaters. (cause)
- ____ Relate the effect of an event from a sentence or story.

  It rained and (effect). Mary was crying because she cut her finger. (effect)

____ 140 Comparison/Contrast: A pattern of organization in which similarities and differences are noted in objects, persons, and places.
- ____ Relate similarities in objects, persons, places. (You are just like my Grandma.)
- ____ Relate differences in objects, persons, places. (This town is different from where I lived before.)

____ 160 Inference: Reasoning or extending meaning after listening.
- ____ Draw conclusions from information presented. (The air is getting cooler. The sun is sinking over the horizon. Conclusion: Day is ending.)
- ____ Predict what is likely to happen next in a sequence of events.

  (Teacher reads a story and stops at an exciting place. Students predict what will happen next.)

CRITICAL LISTENING

EVALUATION: Examining and judging what has been heard.

____ 180 Propaganda Techniques: Persuading someone to adopt or support certain ideas, attitudes, or actions.

Recognize the following propaganda influences:
- ____ Stereotyping (Florida is always warm.)
- ____ Testimonial (Eat Wheaties and you'll be an Olympic champion.)
- ____ Bandwagon (Everybody drinks Koolaid.)

____ 200 Fact/Opinion/Fantasy: Determining whether something heard is fact (exists), or opinion (judgment), or fantasy (imagined).

Listen to and evaluate whether a statement is a :
- ____ Statement of fact (Ocean water is salty.)
- ____ Opinion (Swimming in ocean water is good for your health.)
- ____ Fantasy (Mermaids live in the ocean.)

PERSONAL LISTENING

SELF-SELECTED, CREATIVE LISTENING: Choosing something to listen to for enjoyment.

Select one or more of the following for personal listening.

____ 220 Records, tapes (stories, plays, music)

____ 240 Television

____ 260 Storytelling Time

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ORAL LANGUAGE

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ORAL EXPRESSION

FUNCTIONAL COMMUNICATION: Purposeful, planned use of language.

______ 280 **Describing:** Depict verbally an object, action, or relationship.
  ______ List characteristics of a person, place, or object.
  ______ Describe an action or event.
  ______ Express ownership or possession.
  ______ Compare and contrast persons, places, objects, or actions.

______ 300 **Discussing:** Exchange information or opinions through verbal interaction.
  ______ Talk and interact about topics.
  ______ Convince others to agree with a position or statement.
  ______ Elicit information, as in an interview situation.

______ 320 **Reporting:** Give a narrative account.
  ______ Tell about an activity or event using proper sequence.
  ______ Identify the probable cause of a situation.
  ______ Identify the likely outcome of an action.

______ 340 **Retelling:** Repeat information which was heard.
  ______ Repeat exactly what was heard.
  ______ Retell in own words.
  ______ Organize and briefly retell.
  ______ Report indirect speech.

______ 360 **Giving Directions:** Tell how to do something.
  ______ Find a location.
  ______ Make something.
  ______ Conduct an activity.

CREATIVE COMMUNICATION: Spontaneous use of oral language.

______ 380 **Self-expression:** Communicate needs and feelings.
  ______ Express physical needs and wants.
  ______ Express emotions and wishes.

______ 400 **Storytelling:** Relate an original story or incident for the purpose of entertaining.

______ 420 **Retelling for Entertainment:** Repeat an incident, joke.

VOCABULARY DEVELOPMENT

BASIC: Fundamental and key words.

______ 440 **Nouns:** Words used to name objects, persons, and places.
Recognize and name:
  ______ Common objects (ball, horse)
  ______ Persons (Miss Perez, policeman)
  ______ Places (Ohio River, desert)
Classify:
  ______ Common objects (dog, cat — animals)
  ______ Persons (fireman, doctor — community helpers)
  ______ Places (New York, Los Angeles — cities)
Form plurals of:
  ______ Regular nouns (dog, dogs)
  ______ Irregular nouns (mouse, mice)

______ 460 **Pronouns:** Words used in place of nouns.
  ______ Use pronouns as subjects. (*He* ran home.)
  ______ Use pronouns as objects. (The dog chased *her*.)
  ______ Use demonstrative pronouns. (*This* is a ball.)

______ 480 **Verbs:** Words used to express action or a condition of being.
Express actions in everyday life with:
  ______ Present form (We *eat* breakfast every morning.)
  ______ Past-regular verb (Betty *walked* to the store.)
  ______ Past-irregular verb (Jim *ran* home.)
  ______ Present progressive (She *is reading* a book.)
  ______ Future (He *is going* to eat lunch.) (She *will* come soon.)
  ______ Verbs of being (She *seems* unhappy today.)

______ 500 **Adjectives:** Words used to limit or tell something about a noun.
  ______ Use one adjective to describe an object, person, or place. (A *brown* horse.)
  ______ Use two or more adjectives to describe an object, person, or place. (A *large, brown horse.*)
  ______ Use comparative adjectives. (*big, bigger, biggest.*)
  ______ Use demonstrative adjectives. (*Those* horses.)

______ 520 **Adverbs:** Words used to modify verbs, adjectives, or other adverbs.
  ______ Describe the *manner* in which action is performed.
  (He walked *quickly*.)
  ______ Describe the *time* when an action is performed.
  (She left *yesterday*.)
  ______ Describe the *frequency* with which an activity occurs.
  (They *never* go to the movies.)

______ 540 **Prepositions:** Words used to indicate the relation of a noun or pronoun to another noun or pronoun.
  ______ Locate objects, persons, or places in relation to something else.
  The book is (*on, in, over, above*) the desk.

______ 560 **Conjunctions:** Words that join or link other words, phrases, or sentences.
  ______ Join words in a series.
  (They brought ice cream *and* cake.)
  ______ Express opposites.
  (Tom is tall, *but* John is short.)

EXPANDED: Refine and extend basic vocabulary.

______ 580 **Categories:** Classification of words by characteristics or groups.
  ______ Discover and organize groups of words by common features.
  (Ford, Chevy, Cadillac — cars)

______ 600 **Synonyms:** Words that are alike in meaning or significance.
  ______ Discover and use synonyms for known words.
  The mouse (*ran, scurried, dashed*) across the room.

______ 620 **Antonyms:** Words that are opposite in meaning or significance.
  ______ Discover and use words that are antonyms for known words.
  (day/night, morning/evening)

______ 640 **Multiple-Meaning Words:** Words that have different meanings according to usage.
  ______ Select appropriate meaning of a word according to context.
  (The *rose* is red. She *rose* from the chair.)

______ 660 **Figurative Language:** Words and phrases that form a meaning other than the literal meaning of components.
  ______ Interpret meaning of expressions such as:
  "blanket of fog," "white as snow."

Rev. 3/82

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EARLY CHILDHOOD DEVELOPMENT

NATIONAL MIGRA DUCATION PROGRAM / MSRTS SKILLS CHECKLIS

STUDENT NAME ______________________ GRADE _____ STUDENT I.D. ______________________

DISTRICT # _____ SCHOOL ______________________ TEACHER ______________________ DATE ______________ 19___

INSTRUCTIONS:

PSYCHOMOTOR SKILL – GROSS

______	PG01	Lifts head briefly when on stomach
______	PG02	Turns head to avoid annoyances
______	PG03	Rolls part way to side from back
______	PG04	Holds head erect in supported sitting position
______	PG05	Turns head in all directions
______	PG06	Lifts head and chest when on stomach
______	PG07	Exhibits vigorous body movements
______	PG08	Rolls from side to side
______	PG09	Rolls from stomach to back
______	PG10	Sits with support
______	PG11	Bounces up and down while sitting
______	PG12	Uses limbs to move about
______	PG13	Pulls self to stand
______	PG14	Sits alone
______	PG15	Creeps or crawls
______	PG16	Pushes into sitting position
______	PG17	Stands alone
______	PG18	Gets down from standing
______	PG19	Stoops and gets back up
______	PG20	Climbs up and down objects
______	PG21	Steps backward
______	PG22	Walks with confidence
______	PG23	Throws objects awkwardly
______	PG24	Seats self in chair
______	PG25	Throws ball overhand
______	PG26	Goes upstairs and downstairs
______	PG27	Pedals tricycle
______	PG28	Jumps in place
______	PG29	Runs well
______	PG30	Kicks ball forward
______	PG31	Walks on tip toe
______	PG32	Walks on or between parallel lines
______	PG33	Jumps from low elevation with feet together
______	PG34	Maintains balance while broad jumping
______	PG35	Balances on one foot
______	PG36	Walks backward
______	PG37	Walks up and down stairs without support
______	PG38	Aims and throws ball
______	PG39	Catches a medium sized bounced ball
______	PG40	Climbs well
______	PG41	Makes large circular frontal motion with arms, singly or simultaneously
______	PG42	Skips on alternating feet
______	PG43	Jumps rope
______	PG44	Hops skillfully on dominant foot
______	PG45	Walks on balance beam

PSYCHOMOTOR SKILL – FINE

______	PF01	Puts hands together
______	PF02	Bats and swipes at objects
______	PF03	Grasps and holds objects with whole hand
______	PF04	Plays with hands and fingers
______	PF05	Mouths objects
______	PF06	Reaches for objects with both hands
______	PF07	Transfers an object from hand to hand
______	PF08	Manipulates objects by rotating wrists
______	PF09	Uses thumb and two or three fingers to grasp objects
______	PF10	Coordinates hand/arm movement to mouth
______	PF11	Pokes with index finger
______	PF12	Claps hands
______	PF13	Drops and picks up objects at will
______	PF14	Uses hands in sequence or simultaneously
______	PF15	Scribbles spontaneously
______	PF16	Builds tower of two or more blocks
______	PF17	Puts small objects into containers
______	PF18	Dumps objects out of container
______	PF19	Holds cup to lips for drinking
______	PF20	Builds tower of six or more blocks
______	PF21	Makes vertical strokes
______	PF22	Strings large beads
______	PF23	Displays well developed finger-wrist coordination
______	PF24	Puts pegs in pegboard
______	PF25	Cuts with scissors
______	PF26	Turns pages one at a time
______	PF27	Pours liquids with minimal spillage
______	PF28	Builds tower of ten or more blocks
______	PF29	Draws simple picture with three details
______	PF30	Dresses and undresses self with help
______	PF31	Writes some letters and simple words
______	PF32	Laces shoes and begins to ties shoestrings
______	PF33	Folds paper diagonally
______	PF34	Draws a picture with a least six details.

COGNITIVE SKILL – ORAL LANGUAGE

______	CO01	Makes cooing sounds
______	CO02	Makes vowel-like sounds
______	CO03	Gurgles and blows bubbles
______	CO04	Makes small throaty sounds
______	CO05	Laughs aloud
______	CO06	Imitates variations in pitch and volume
______	CO07	Vocalizes spontaneously
______	CO08	Makes two-syllable sounds
______	CO09	Imitates sounds or sequences
______	CO10	Makes several sounds in one breath
______	CO11	Makes same sound over and over
______	CO12	Squeals to get attention
______	CO13	Produces sounds specific to native language of parents
______	CO14	Uses words meaningfully
______	CO15	Talks in jargon
______	CO16	Says two to six or more words
______	CO17	Communicates "whole" sentences with one word
______	CO18	Says six to eighteen or more words
______	CO19	Forms sentences or phrases of two or three words
______	CO20	Uses words to make wants known
______	CO21	Refers to self by name
______	CO22	Uses two hundred or more recognizable words
______	CO23	Uses some pronouns
______	CO24	Uses plurals
______	CO25	Gives own first and last name
______	CO26	Forms a negative sentence
______	CO27	Forms sentences or phrases of three to four words
______	CO28	Uses consontant sounds accurately
______	CO29	Talks freely while role playing
______	CO30	Repeats simple sound patterns
______	CO31	Asks questions continually
______	CO32	Uses prepositions
______	CO33	Forms sentences or phrases of four to five words
______	CO34	Tells experiences
______	CO35	Tells about a picture
______	CO36	Tells the function of a familiar object
______	CO37	Forms meaningful sentences of six or more words
______	CO38	Uses opposite analogies
______	CO39	Uses past tense
______	CO40	Uses vocabulary of 1500 or more words
______	CO41	Uses complex language patterns
______	CO42	Talks a great deal
______	CO43	Names basic colors, shapes and sizes
______	CO44	Uses selected abstract word meanings correctly
______	CO45	Tells stories in sequence with or without aid of pictures
______	CO46	Names some letters, numbers, and words

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NATIONAL . . GRANT EDUCATION PROGRAM / MSRTS SKILLS C. KLIST

EARLY CHILDHOOD DEVELOPMENT

Page 2

COGNITIVE SKILL — VISUAL

______ CV01 Follows horizontal movement of bright objects
______ CV02 Fixates and focuses eyes
______ CV03 Follows object vertically and circularly
______ CV04 Looks intently at toy in hand
______ CV05 Turns head and eyes together
______ CV06 Watches movement of own hands and arms
______ CV07 Studies objects by looking, tasting and touching
______ CV08 Looks for toy that disappears
______ CV09 Recognizes and judges visual size of objects
______ CV10 Responds playfully to mirror image of self
______ CV11 Explores objects from different angles
______ CV12 Looks for familiar object
______ CV13 Points to object in a picture
______ CV14 Looks for hidden object
______ CV15 Understands spatial relations
______ CV16 Places three shapes in a three-hole form board
______ CV17 Matches circles, triangles, and squares
______ CV18 Groups objects together by color, form, and size
______ CV19 Copies horizontal line
______ CV20 Copies circle
______ CV21 Searches for named object without visual representation
______ CV22 Focuses on one of many parts of an object
______ CV23 Names pictures of objects removed from view
______ CV24 Selects simple identical pictures
______ CV25 Completes two parts of picture
______ CV26 Copies cross
______ CV27 Puts together two- to six -piece puzzle
______ CV28 Copies square
______ CV29 Copies triangle
______ CV30 Copies some letters and numerals
______ CV31 Copies some simple words
______ CV32 Puts together six- to eight-piece puzzles

COGNITIVE SKILL — AUDITORY

______ CA01 Moves head and eyes in direction of sound
______ CA02 Reacts differently to different sounds
______ CA03 Looks for source of sound with eyes
______ CA04 Listens selectively to familiar words
______ CA05 Listens to conversation and singing tones
______ CA06 Looks toward speaker when own name is called
______ CA07 Responds to simple one-part command without gestures
______ CA08 Differentiates between some words
______ CA09 Points to one body part when asked
______ CA10 Points to a picture of a familiar object when asked
______ CA11 Locates sounds from all directions
______ CA12 Responds to action words
______ CA13 Articulates some consonants
______ CA14 Identifies common objects by sounds
______ CA15 Uses appropriate voice inflection
______ CA16 Varies voice volume
______ CA17 Increases and decreases speed of voice
______ CA18 Reproduces plurals
______ CA19 Identifies simple tones
______ CA20 Recognizes melodies
______ CA21 Identifies rhyming words
______ CA22 Identifies like and unlike beginning consonants
______ CA23 Repeats sentences correctly
______ CA24 Repeats four to five letters or numerals in given order
______ CA25 Repeats short verses

AFFECTIVE SKILL — PERSONAL/INTERACTIONAL

______ AP01 Looks at faces
______ AP02 Smiles responsively
______ AP03 Increases physical activity on sight or smell of food source
______ AP04 Cries from discomfort and for attention
______ AP05 Quiets self
______ AP06 Responds to non-verbal attention by smiling
______ AP07 Differentiates strangers from family
______ AP08 Initiates social play by smiling
______ AP09 Vocalizes socially
______ AP10 Smiles and vocalizes at mirror image of self
______ AP11 Imitates facial expressions
______ AP12 Grasps source of food with both hands
______ AP13 Distinguishes between friendly and angry talk
______ AP14 Thrashes arms and legs when frustrated
______ AP15 Repeats a behavior that is attended to or reinforced
______ AP16 Gestures to familiar person
______ AP17 Works for toy out of reach
______ AP18 Shows fear of stranger
______ AP19 Plays simple games
______ AP20 Shows displeasure with loss of toy
______ AP21 Plays by self for short period of time
______ AP22 Relates to more than one person
______ AP23 Recognizes the meaning of "no-no"
______ AP24 Uses "no" appropriately
______ AP25 Responds to rhythmic sounds and movements
______ AP26 Imitates adult activity
______ AP27 Shows anger
______ AP28 Responds to attention
______ AP29 Repeats activity over and over
______ AP30 Resists restrictions
______ AP31 Shows special attachment to favorite toy
______ AP32 Displays interest in a variety of activities
______ AP33 Explores environment
______ AP34 Knows own possessions
______ AP35 Indicates need for assistance
______ AP36 Responds to music
______ AP37 Participates in parallel play
______ AP38 Manipulates caregivers
______ AP39 Participates in symbolic play
______ AP40 Seeks adult approval
______ AP41 Participates in cooperative play
______ AP42 Shows concern for others
______ AP43 Seeks to please others
______ AP44 Takes turns
______ AP45 Shares possessions
______ AP46 Takes pride in accomplishments
______ AP47 Accepts routines
______ AP48 Demonstrates sense of humor
______ AP49 Participates in organized small group activities
______ AP50 Participates in making group decisions
______ AP51 Accepts group decisions
______ AP52 Makes and keeps friends
______ AP53 Accepts changes
______ AP54 Demonstrates self-reliance

Rev. [illegible]

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SUPPLEMENTAL PROGRAMS CODES LIST

CODE	NAME	CODE	NAME
1	ESOL	10	Work-Study
2	Bilingual	11	GED/HEP
3	Tutorial Math	12	Reading
4	Tutorial Reading	13	Mathematics
5	Tutorial Secondary	14	Other Language Arts
6	Preschool	25	Pupil Services
7	Vocational Education	26	Nutrition
8	Career Education	27	Pupil Transportation
9	Gifted	35	Handicapped

REVISED 2/11/85

TEST DATA CODES LIST

CODE	NAME
00101	Comprehensive Test of Basic Skills (CTBS) - Reading
00102	Comprehensive Test of Basic Skills (CTBS) - Math
00103	Comprehensive Test of Basic Skills (CTBS) - Language
00201	Stanford Achievement Test (SAT) - Reading Total
00202	Stanford Achievement Test (SAT) - Math Total
00301	California Achievement Test (CAT) - Reading
00302	California Achievement Test (CAT) - Arithmetic
00401	Wide Range Achievement Test (WRAT) - Arithmetic
00402	Wide Range Achievement Test (WRAT) - Reading
00901	Science Research Associates Achievement Test (SRA) - Math
00902	Science Research Associates Achievement Test (SRA) - Reading

T E S T D A T A

Status__________

______________________________ (LAST NAME) (FIRST NAME)

______________________ (STUDENT ID)

NAME OF TEST		CODE	FORM	LV.	SCORE	T	DATE ADMIN.
CTBS/Reading	(Comprehensive Test of Basic Skills)	00101					
CTBS/Math	(Comprehensive Test of Basic Skills)	00102					
CTBS/Language	(Comprehensive Test of Basic Skills)	00103					
SAT/Reading Total	(Stanford Achievement Test)	00201					
SAT/Math Total	(Stanford Achievement Test)	00202					
CAT/Reading	(California Achievement Test)	00301					
CAT/Arithmetic	(California Achievement Test)	00302					
WRAT/Arithmetic	(Wide Range Achievement Test)	00401					
WRAT/Reading	(Wide Range Achievement Test)	00402					
SRA/Math	(Science Research Associates)	00901					
SRA/Reading	(Science Research Associates)	00902					

________ (DATE)

________ (SCHOOL)

________ (Teacher Signature)

STUDENT HISTORY

Please answer by yes or no.

V10	Any form of Cancer	
V12.01	Measles	
V12.02	Rubella	
V12.03	Mumps	
V12.04	Chicken Pox	
V12.05	Whooping Cough	
V12.06	TB	
V12.21	Diabetes	
V12.3	Disease of Blood & Organs	
V12.4	Disease of Nerves & Organs	
V12.41	Epilepsy	
V12.5	Disease of the Circulatory System	
V12.51	Rheumatic Fever	
V12.6	Disease of the Respiratory System	
V12.7	Disease of the Digestive System	
V13.0	Disease of the Urinary System	
V14	Allergies to Medication (Please List)	
V15.0	Allergies to Other Things (Please List)	

FAMILY HISTORY

Please answer by yes or no.

V16	Any form of Cancer	
V17.1	Stroke	
V17.2	Disease of the Nervous System	
V17.21	Epilepsy	
V17.3	Ischemic Heart Disease	
V17.4	Other Cardiovas Diseases	
V17.41	Hypertension	
V17.6	Disease of the Respiratory System	
V17.7	Arthritis	
V18.0	Diabetes Mellitus	
V18.6	Kidney Disease	
V19.6	Allergic Disorders (Please List)	

LOUISIANA DEPARTMENT OF EDUCATION
Baton Rouge, Louisiana 70804-9064

INSTRUCTIONS FOR COMPLETING PERFORMANCE REPORT
(ECIA, CHAPTER 1, MIGRANT PROGRAM)

Part I. Participation Information

A. Enter the number of students on the computer as of December 31, 1984.

Note: Parishes with the responsibility of recording data for other parishes, please provide the information individually using additional reports.

B. This is an unduplicated count, and the total should be the same as in A above.

C. This is an unduplicated count, and the total should be the same as in A through C.

E. Enter the number of students by gender (male or female) who participated in migrant-funded instructional or supporting services during the regular and/or summer school term. Count a student only once, unduplicated count, even if he/she participated in both the regular and summer school terms.

F. Enter the number of students by year of birth who participated in migrant-funded instructional or supporting services during the regular and/or summer school term. Count a student only once. The total number by year of birth should equal the total reported by gender in Item E.

G. Enter by migrant status the number of students who received instructional or supporting migrant-funded services during the regular and/or summer school term. Count a student only once. If he/she changed migrant status during the term, record the current category. The total reported should equal the total count reported in Items E and F.

H. Enter the number of students by racial/ethnic category who received instructional and/or supporting services during the regular and/or summer school term. Count a student only once. The total reported should equal the total count reported in Items E, F, and G.

I. Enter the number of students that do not speak English as their first language and have difficulty receiving instruction in English.

J. Enter the number of students graduating from high school this school year.

K. Enter the number of students who dropped out of school this school year.

Note: Information on participation is required for students who received migrant-funded instructional and/or supporting services. Do not count students who only were enrolled on the Migrant Student Record Transfer System (MSRTS) and did not receive instructional or supporting services funded totally or in part with migrant funds. Totals in Items E through H must equal the total of Item B.2 through B.4.

L. Enter the number of students by grade level and school term (regular and summer) who received instructional and/or supporting services. Treat each term as a separate entity.

Part II INSTRUCTIONAL

Enter only the number of students provided instruction by personnel paid by migrant funds.

Part III SUPPORTIVE

Enter the number of students who received any of the services. If Migrant Education monies did not pay for the service, enter the number in the non-migrant column. Do not give migrant funding source credit for services provided by another agency. This shows how much coordination is involved. If Regular and Summer services are provided count the student only once in services rendered.

No parish is exempted from this section. Students are provided health services in most parishes. Every parish provided transportation and counseling.

Part IV STAFF

If one person is performing in more than one migrant position, provide the FTE for each position. If more than one person is performing in a prorated position, list the total FTE for that position.

Part V PARENTAL INVOLVEMENT

A. Enter the number of parents actively involved.

B. Self explanatory

Part VI **STAFF DEVELOPMENT**

A. Enter only those persons directly involved with Migrant Education in the administrative through parents category.

B. Enter only those persons directly involved with Migrant Education.

Part VII **COORDINATION**

If the available space is not sufficient to give a description of effort, use an additional sheet.

H. Enter the number of children that are a) physically handicapped and b) handicapped for other reasons such as speech, learning disability, mental, and so forth.

I. Enter the number of migrant children provided services through Special Education.

Part IIX **DISSEMINATION**

Part IX **PROGRAM EFFECTIVENESS**

Make an entry in each area. Something about your project was effective; if not you should change. Some part was not as good as you thought it should have been; what are you going to do about it? You cannot be all things to all people, so what is left to do?

Part X **CONSTRUCTION - EQUIPMENT**

List all construction and/or equipment purchased during this school year and the cost of each. Then describe how each was used in your project.

Part XI **EXPENDITURES**

Self explanatory

FUNDAMENTAL DEFINITIONS

DUPLICATED COUNT: A count in which students may be represented more than once. For instance, a student receiving both reading and mathematics instruction is counted twice: once for reading and once for mathematics.

FULL-TIME EQUIVALENT (FTE): An FTE is the amount of time per week actually spent on an activity divided by the amount of time per week normally considered as fulltime for that activity. FTE should be expressed as a decimal fraction to the nearest tenth. To calculate the number of FTE staff members in each category in a week, add these numbers together and divide the total by the number of hours that represents "fulltime" to get the FTE number for that category. Using the example of a 35-hour week as the FTE, if a project had seven aides and each worked 10 hours per week, the total number of hours that all the aides worked is 70 or a fulltime equivalent of 2.0 aides.

INSTRUCTIONAL SERVICES: Those services provided by the migrant program relating to the development of skills by the student in the areas of reading, writing, language arts, English, physical education, mathematics, etc. by the professional educational staff and aides.

SUPPORTIVE SERVICES: Those services which provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction, and to a lesser degree, community services. Supportive services exist as adjuncts for the fulfillment of the objectives of instruction rather than as entities within themselves. Includes services such as attendance, social work, guidance, psychological counseling, health, nutrition, pupil transportation, clothing, and those designed for handicapped children.

UNDUPLICATED COUNT: A count of migrant program students that includes each student exactly once regardless of how many services he or she receives.

STAFFING

ADMINISTRATIVE: A person whose primary assignment is to direct staff members or manage the Migrant program and its supporting services within an operating unit or facility. May include project directors, coordinators, and so forth.

CLERICAL: Staff members who perform activities concerned with preparing, transferring, transcribing, systematizing, or filing written communications, records, and transactions. Includes clerk, clerk, clerk-typist, stenographer, file clerk, and secretary.

INSTRUCTIONAL

Curriculum Specialists: Staff members who have expertise in a specialized field and function in the Migrant program to provide information and guidance to other staff members to improve the curriculum. Includes the curriculum consultant and curriculum supervisor. (This category should be used only if the person functions as curriculum specialist.)

Teacher: A staff member performing assigned professional activities in guiding and directing the learning of pupils in an instructional situation.

Teacher Aide: A staff member performing assigned activities of a nature that are not classified as professionally educational. Includes tutors and associate teachers.

SUPPORTIVE

Computer Specialist: Professional staff whose area of expertise is computer systems. Activities include the training of personnel on the use of hardware and software and the maintenance of the systems.

Counselor: Professional staff whose responsibilities are concerned with counseling pupils and parents, assisting pupils in personal and social development, and in making their educational and career plans and choices.

Custodian: Personnel assigned the tasks of maintaining the buildings and grounds.

MSRTS Specialist: Staff member responsible for the currency of the MSRTS records of all migrant children in the area served by the project. Includes technical assistant for MSRTS.

Nurse: Professional staff whose assignments are to provide services directly to students in the areas of physical and mental health, which do not involve direct instruction.

Nutrition: Staff member whose area of responsibility is in the management of the food services program and the preparation and serving of meals and snacks in connection with school activities.

Recruiter: A staff member whose assignment is to locate and register children of migratory families. Includes technical assistant for recruitment.

Social Worker: Personnel whose activities deal with the improvement of pupil attendance and the performance of school social work dealing with the problems of pupils involving the home, school, and community.

Transportation: Personnel whose activities are for the movement of pupils to and from school activities, either between home and school or on field trips.

Other: Could include professional (accountant, evaluator, test director) or non-professional job classifications not included in the above.

PROGRAM CATEGORIES

Instructional

English as a Second Language (ESL): Subject matter and experiences concerned with knowledge and understanding, and skills designed to develop competency in the use of English. Emphasis is on oral language involving listening and speaking and written language, involving reading and writing. Activities include the development of vocabulary concepts, interpretations, reactions and responses, and concentrations on skills in reading, writing, speaking, and listening.

Language Arts: The body of related subject matter and courses organized for carrying on learning experiences concerned with developing; a) an understanding of the language system; b) proficiency and control in the use of the English language; c) appreciation of a variety of literary forms; and d) understanding and appreciation of various aspects of past and present cultures as expressed in literature.

Mathematics: The body of related subject matter or courses organized for carrying on learning experiences concerned with the relations of quantities and operations of quantities.

Physical Education/Recreation: Activities and instruction that provide for a life-long enjoyment of the environment through team and individual sports and experiences.

Reading: Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. The continual development of reading skills and vocabulary applies to all subject matter areas emphasizing selected skills and vocabulary appropriate to pupil needs in different learning situations. Includes reading readiness, beginning reading, remedial reading, individualized reading, and developmental reading.

Vocational: A program of studies designed primarily to prepare pupils for work in the occupational area between that of the unskilled employee and the technician.

SUPPORTIVE

Career Guidance: Providing a greater understanding of one's educational and occupational strengths in relationship to career requirements and opportunities, which lead to the formulation of realistic plans for the immediate future and to consideration of the effects of technological change.

Clothing: Providing necessary articles of clothing that cannot be provided by the family in order that the child can function in the school without duress.

Dental: Activities associated with dental screening, dental care, and orthodontic activities.

Guidance: Activities concerned with counseling pupils and parents, providing consultation learning problems, assisting pupils in personal and social development, assessing the abilities of pupils, assisting them as they make their own educational and career plans and choices, and providing referral assistance.

Health: Physical and mental health services which do not involve direct instruction.

Nutrition: The service area consisting of those activities which have as their purpose the management of the food services program of the school system and the preparation and serving of regular and incidental meals or snacks in connection with school activities.

Transportation: Those activities which have as their purpose the conveyance of pupils to and from school activities, either between home and school or on trips related to school activities..pa

LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF CHAPTER 1, ECIA MIGRANT EDUCATION
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064

ANNUAL EVALUATION QUESTIONNAIRE FOR MIGRANT EDUCATION PROGRAMS

School Year 1984 - 85

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two copies to the above address. Regular term projects should be completed and submitted to the State Office by July 31, 1985. Summer term projects should be completed and submitted to the State Office by September 28, 1985.

Name of Educational Agency	Parish	Type of Project (Check only one) Regular Term ____ Summer Term ____
Address (Street, City, Zip Code)		Phone Number of Contact Person
Person Responsible for Evaluation	Signature	Project Number

Number of sites where migrant personnel operated during the indicated term was ____________________.

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I. **PARTICIPANTS**:

A. Give the unduplicated count for migrant children in your parish by migratory status.

Agricultural Interstate 1. ______________________

Agricultural Intrastate 2. ______________________

Agricultural Settle-out 3. ______________________

Interstate Fisher 4. ______________________

Intrastate Fisher 5. ______________________

Settled-out Fisher 6. ______________________

TOTAL ______________________

B. Give the unduplicated count for migrant children by type of service.

1. MSRTS Only ______________________
2. Instructional Services ______________________
3. Supportive Services ______________________
4. Instructional and Supportive Services ______________________

TOTAL ______________________

C. Give the unduplicated count for migrant children by grade level.

Preschool	_______	7	_______
K	_______	8	_______
1	_______	9	_______
2	_______	10	_______
3	_______	11	_______
4	_______	12	_______
5	_______	Ungraded	_______
6	_______	**TOTAL**	_______

D. Give the count by racial/ethnic group.

Native American (Indian) ________

Asian or Pacific Islander ________

Black, not Hispanic ________

White, not Hispanic ________

Hispanic ________

TOTAL ________

GIVE THE UNDUPLICATED NUMBER OF MIGRANT PARTICIPANTS DURING THE REGULAR AND SUMMER TERMS COMBINED. (Do not include students receiving MSRTS service.)

E. By Gender

________ MALE

________ FEMALE

________ TOTAL

F. By Year of Birth

________ 1964
________ 1965
________ 1966
________ 1967
________ 1968
________ 1969
________ 1970
________ 1971

________ 1972
________ 1973
________ 1974
________ 1975
________ 1976
________ 1977
________ 1978
________ 1979

________ 1980
________ 1981
________ 1982
________ 1983
________ 1984
________ 1985
________ 198
________ TOTAL

G. By Migrant Category

________ 1
________ 2
________ 3
________ 4
________ 5
________ 6
________ TOTAL

H. By Racial/Ethnic Group

________ American Indian or Alaskan Native
________ Asian or Pacific Islander
________ Black, not Hispanic
________ White, not Hispanic
________ Hispanic
________ TOTAL

I. Number of Limited-English Proficient ________

J. Number of migrants who graduated from high school this school year ________

K. Number of migrants who dropped out of high school this school year ________

L. Give the number of migrant participants by Regular term and Summer term separately.

GRADE	REGULAR TERM (UNDUPLICATED COUNT)	SUMMER TERM (UNDUPLICATED COUNT)
PRE-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
UNGRADED		
TOTAL		

Part II NSTRUCTIONAL SERVICES

Give the number of children participating by grade level and instructional services (migrant funded).

A.

REGULAR	GRADE LEVELS												
INSTRUCTIONAL SERVICES	K	1	2	3	4	5	6	7	8	9	10	11	12
READING													
ENGLISH AS A SECOND LANGUAGE													
OTHER LANGUAGE ARTS													
MATHEMATICS													
OTHER INSTRUCTIONAL SERVICES (SPECIFY)													

B.

SUMMER	GRADE LEVELS												
INSTRUCTIONAL SERVICES	K	1	2	3	4	5	6	7	8	9	10	11	12
READING													
ENGLISH AS A SECOND LANGUAGE													
OTHER LANGUAGE ARTS													
MATHEMATICS													
OTHER INSTRUCTIONAL SERVICES (SPECIFY):													

Part III **SUPPORTIVE SERVICES**

Give the number of migrant children who received the following supportive services by funding source:

	Screening and Examinations Funding Source		Follow-up Treatments Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual				
Audio				
Physical				
Dental				
Immunization				

	Funding Source	
	Migrant	Non Migrant
Health Education		
Immunization Up-date on MSRTS		
Preventive Dental Care		
Medication Purchased		
Counseling		
Transportation		
Home Visits		
Clothing		
Glasses		
Hearing aids		
Dental care		

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Part IV **STAFF**:

Give the number of migrant-funded staff positions for each job classification as FTE.

	REGULAR	SUMMER
Administrative	______	______
Instructional		
Curriculum Specialist	______	______
Teacher	______	______
Aide	______	______
Other (Specify)	______	______
Supportive		
Clerical (not MSRTS)	______	______
Health	______	______
Recruiter	______	______
MSRTS Specialist	______	______
Nutrition	______	______
Pupil Transportation	______	______
Other (Specify) ______________	______	______

Part V **PARENTAL INVOLVEMENT**:

A. Give the number of parents involved in the following activities:

Local PACs ________
State PACs ________
Project Planning ________
Project Implementation
  Assistance in Classroom Activities ________
  Assistance in Supportive Service Activities ________
Employed in LEA Projects ________
Project Evaluation ________

B. The unduplicated number of parents involved was ______.

Part VI **STAFF DEVELOPMENT**:

A. Give the number of migrant funded personnel by category who attended inservice/staff development workshops.

	Category			
Type of Workshops	Administrative	Instructional	Supportive	Parents
Local Level Workshops				
State Level Workshops				
Regional Workshops				
National Workshops				
MSRTS Workshops				

B. Give the number of migrant funded personnel who participated in inservice and staff development activities by topic of inservice session.

	Category			
Topic of Inservice Session	Administrative	Instructional	Supportive	Parents
General Program Orientation				
Curriculum/Instruction				
MSRTS				
Recruitment and Identification				
Cultural Awareness				
Health				
Parental Involvement				
Other (Specify				

Part VII **COORDINATION WITH OTHER PROGRAMS**:

Check the cooperative contribution received from other program sources/agencies and give brief description of the cooperative effort.

A. Education Programs

Federal ________

State ________

Local ________

B. Health Departments ________

C. Family and Children's Services ________

D. Migrant Advocacy Groups ________

E. Civic Organization ________

F. Churches ________

G. Other Social Service Agencies ________

H. Give the number of migrant children with (a) physical handicap _____, (b) other handicap _____.

I. Give the number of migrant children participating in special educational services for the handicapped. __________

Part VIII **DISSEMINATION**:

A. Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development, content, and evaluation:

1. on an interstate basis:

2. on an intrastate basis:

B. Indicate the method and number of local dissemination in each category below.

					Organizations		
	Newspaper	Radio	TV	Schools	Civil	Volunteer	Parents
News Releases							
*Letters							
Appearances							
*Brochures							

*Original Only

Part IX **PROGRAM EFFECTIVENESS**:
(Each area must have an entry; all apply.)

A. State each objective that was listed in your application and tell whether it was met. If the objective was not met, give the reason. (Use separate sheet.)

B. Describe the most effective aspects of your project or activities that included new approches in educating migrant children. (Entry Required.)

C. Indicate migrant activities that were conducted and met with little or no success. What are your recommendations for improvement? (Entry Required.)

D. What gaps remain in the kinds of services provided for migrant children? What additional programs are needed to provide services to migrant children? (Entry Required.)

Part X CONSTRUCTION - EQUIPMENT:

If your application specified the purchase of equipment or construction, list and describe how was it used to meet your program objectives?

ITEM	COST	USE

Part XI **EXPENDITURES**:

Indicate the total amount expended in each of the following areas from the migratory budget:

	REGULAR	**SUMMER**	**RECRUITMENT**
Administration:			
Salaries	______	______	
Supplies	______	______	
Travel	______	______	
Instruction:			
Salaries	______	______	
Supplies/ Materials	______	______	
Travel	______	______	
Building/ Utilities	______	______	
Supportive Services:			
Salaries	______	______	______
Supplies	______	______	______
Travel	______	______	______
Other	______	______	______
Parental Involvement	______	______	______
Indirect Cost	______	______	______
Other (Specify)	______	______	______

ACHIEVEMENT INFORMATION

SUBJECT MATTER

READING ___ MATHEMATIC ___ OTHER (Specify) ___

DATA SUMMARIES (No specific format is prescribed for this part. (See instructions))

THE DATA SUMMARIES REPORTED ARE REPRESENTATIVE OF THE PROGRAM FOR MIGRATORY CHILDREN IN THIS PARISH YES ___ NO ___

IF NO, PROVIDE A BRIEF EXPLANATION OF DATA LIMITATIONS.

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MIGRANT RECRUITERS

PARISHES	RECRUITER	MAILING ADDRESS	PHONE NUMBER
Bossier Bienville Caddo DeSoto Red River Webster	Oscar Killian	P. O. Box 218 Benton, LA 71006	(318) 965-2281
Cameron Calcasieu Jefferson Davis	Lois Marcantel	P. O. Drawer W Cameron, LA 70631	(318) 775-7554
Iberville Ascension Assumption East Baton Rouge East Feliciana Point Coupee St. Martin (lower) West Baton Rouge West Feliciana	Millie Bonacorso	P. O. Box 151 Plaquemine, LA 70764	(504) 387-0209
Jefferson Plaquemines St. Bernard	Cindy Enright	501 Manhattan Boulevard Harvey, LA 70058	(504) 367-3120 Ext. 502
LaSalle Catahoula Concordia Tensas	Neil Nugent	204 Monrovia Street Jonesville, LA 71343	(318) 339-9500
Orleans	Lois LaBeaud Ngoc T. Nguyen Yen Mary C. Duvan Huu Huynh	5931 Milne Boulevard New Orleans, LA 70124	(504) 483-6367

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Ouachita Caldwell Claiborne Jackson Lincoln City of Monroe Union	Beth Wofford Carol Taylor (TAR)	701 St. John Monroe, LA 71201	(318) 386-2711
Rapides Allen Avoyelles Beauregard Grant Natchitoches Sabine Vernon Winn	Bob Tullis Bill Morris Parks Sansing (TAP)	P. O. Box 1230 Alexandria, LA 71301	(318) 442-8321
Richland Franklin Madison	Verlene Holland	P. O. Box 599 Rayville, LA 71269	(318) 728-4573
St. Landry	Delores B. Thomas (TAR)	P. O. 310 Opelousas, LA 70570	(318) 948-3657
St. Mary Iberia Lafayette Vermilion	Bill Williams	P. O. Drawer 580 Franklin, LA 70538	(318) 836-9661
Tangipahoa Livingston St. Helena St. Tammany Washington City of Bogalusa	Thelma Thomas	305 West Hanson Hammond, LA 70401	(504) 542-7290
Terrebonne Lafourche St. Charles St. James St. John	Henry Phillips	P. O. Box 5097 Houma, LA 70361	(504) 851-1500
West Carroll Morehouse East Carroll	Henry McPherson	P. O. Drawer 1028 Oak Grove, LA 71263	(318) 428-4215

Terrebonne Lafourche St. Charles St. James St. John	Henry Phillips	P. O. Box 5097 Houma, LA 70361	(504) 851-1550
West Carroll Morehouse East Carroll	Henry McPherson	P. O. Drawer 1028 Oak Grove, LA 71263	(318) 428-4215

TECHNICAL ASSISTANTS FOR RECRUITMENT

NAME/ADDRESS/PHONE	TECHNICAL ASSISTANCE PARISHES	RECRUITMENT PARISHES
Carol C. Taylor Ouachita Parish Schools 701 St. John Monroe, LA 71201 (318) 387-6417	Ouachita Jefferson Orleans West Carroll Richland	Claiborne Ouachita Union
Parks Sansing Rapides Parish Schools P. O. Box 1230 Alexandria, LA 71301 (318) 442-8321	LaSalle CAA St. Mary Rapides East Baton Rouge	
Delores Batiste St. Landry Parish Schools P. O. Box 310 Opelousas, LA 70538 (318) 948-3657	Cameron Iberville Tangipahoa Terrebonne Bossier	Acadia Evangeline St. Martin (Upper) St. Landry

REVISED 2/11/85